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ABSTRACT

This workbook is intended to teach disadvantaged, handicapped, or "hard-core" unemployed persons to find their own jobs. Although the book is designed for a self-study approach, it is important that a trainer/instructor/vocational counselor be available for assistance. The eight chapters cover (1) Employer Expectations (appearance, attendance/punctuality, skills/abilities/interests), (2) Data Sheets, (3) Application, (4) Job Card, (5) Telephone Contact, (6) Interview, (7) Job Leads, and (8) Resume. Each section begins with the instructor's guide, providing this information: goals and objectives, physical set-up and equipment, time required and relation of material to group size, role of trainer, verbal instructions, suggestions for individualizing training techniques, and closing the session. The job seeker's section contains informational materials, exercises, learning activities, sample forms, and examples. (YLB)

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Job Information and Seeking Training Program

INSTRUCTOR'S GUIDE

AND

JOB SEEKERS WORKBOOK

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FOREWORD

This Workbook was developed under a contract with the Indiana Office of Occupational Development. So many people have had a hand in developing the material that it is hard to count them. We give thanks to the hundreds of job seekers who have shown us the way and taught us most of what we truly know about job seeking. As the title implies, this is a two-part publication: INSTRUCTORS' GUIDE and JOB SEEKERS' WORKBOOK.

For convenience, the book has been color-coded, the INSTRUCTORS' portion in a light buff. It is suggested that the instructor or trainer study the buff colored section in detail to help facilitate the presentation

The JIST staff who did the initial writing include Dick Gaither, Mike Pickrell, Myrna Smith, Mike Trent, Nancy White and myself, Mike Farr. While some of the ideas can be documented, there are scores of unknown writers and counselors who have contributed materials indirectly, but whose source remains a mystery. I hope they don't mind. Dave Lister has edited and organized some of the materials as have Mary Sue Best, Jimmy Conner, Alice Jacob, and George White. Quite a crew. Thank you.

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INTRODUCTION

THE THIRD ALTERNATIVE

All kinds of people seek help through vocational services—people of varying ages, different levels of education, diverse economic status and various states of mental and emotional health. They all have one thing in common: they need help finding a job.

Within the past ten years, and more so in the past five, there has been an expanding movement to assist disadvantaged job seekers find jobs in what is called the *private sector.* Most of the effort has come from government funded programs, many of them under the Comprehensive Education and Training Act (CETA) umbrella. The basic approaches which most programs have taken have been:

1. Vocational Assessment
2. Educate job seekers in basic literacy areas
3. Train job seekers in specific job skills: dishwashing, welding, etc.
4. Arrange for government subsidized jobs to give job seekers experience and references
5. "Place" job seekers in unsubsidized jobs

The **Job Information** and **Seeking Training (JIST)** program, and others like it, have concerned themselves with the last issue, "placement", but have taken an approach which has been quite different from the norm. The **JIST** objective is to teach people to *find their own jobs.* In doing so, steps two through four are often skipped over in favor of legitimate needs and later are built into the job sought or as issues the job seekers obtain while they work. The **JIST** staff feels that this basic approach is applicable to most adult job seekers. The research supports this belief.

The concept of "placing" a person on a job (the first alternative) has been raised to an art form by some and has demonstrated its effectiveness in certain situations. So has the "job bank" approach (the second alternative) where job openings are listed and job seekers matched to them. We do not propose that these approaches be eliminated; we do propose that an additional technique be added: Teaching job seekers to go directly to employers and get the jobs themselves. You guessed it, this is the third alternative.

SUMMARY/ABSTRACTS OF RESEARCH

Research is surfacing on an exceedingly effective job seeking technique called "Job Clubs," by Nathan Azrin and "**JIST** Follow-Up Groups" by the **JIST** staff. These programs have demonstrated several important points:

a. techniques do exist to assist the people traditionally seen as "difficult placements" or "hard-core" unemployed to find jobs.

b. participation in certain types of innovative programs is far more effective than either non-participation or participation in more traditional employment programs: more people get jobs sooner, at higher pay and hold them longer.

c. while the effectiveness of these programs is high, the cost is often lower, sometimes far lower, than conventional employment programs for similar populations.

The basic element of a "Job Club" is an intensive group process approach to teaching effective job finding techniques to the unemployed. The program stresses assertiveness, the success of past-participants, and the marketability of desirable personal characteristics, in addition to job skills, as a basis for job finding. Club members meet at designated times, often daily, under the supervision of a trained group leader. The emotional support and positive feedback from the group leader and job seeking peers is an important element of such programs. Job Clubs provide the needed structure during the job search that helps to make finding a job a job in itself. Participants in well-run programs fare much better, jobwise, than those who are not participants.

Here are some brief excerpts from available research relative to self-directed job searching:

1. The **JIST** program during a randomly selected three month period in 1979 found that ". . . 80% of the persons who completed the **JIST** workshop (a two-day seeking skills and motivational format), and significantly participated in the **JIST** Follow-Up (attended at least several times to a follow-up program similar to a "Job Club"), became employed in an average of 4.9 weeks from point of intake. Of those who did not become employed, 14% were referred, with the client's agreement, to other agencies for additional education, training or other services. That is a "success" rate of 94% for program participatns. (From 1979 *State of the Unit Address,* Midtown Community Mental Health Center Vocational Services Unit.)

2. Abstract: Nathan H. Azrin and Robert A. Philip

   "The Job Club Method was compared to an alternative method with 154 clients who had job finding problems such as physical, emotional, intellectual and social handicaps, or long term unemployment. In six months, 95% of the Job Club clients obtained jobs as opposed to 28% of the comparison clients. The jobs secured by the Job Club clients paid 22% more and were obtained sooner . . ." Obtaining the jobs required an average of only five Job Club sessions and five job interviews. The conclusion was that ". . .virtually all handicapped or 'hard-core' unemployed persons can obtain and retain a job under an intensive Job Club program." (From the research entitled *The Job Club vs. A Lecture Discussion – Role-Play Method of Obtaining Employment for Clients with Job-Finding Handicaps*, Rehabilitation Counseling Journal, N. H. Azrin and R. A. Philip.)

3. In a report for the U. S. Department of Labor by N. H. Azrin and R. A. Philip entitled *Report on the Success of the Job Club Project in Harlem, New York,* a random sample of WIN recipients was assigned to a Job Club and ". . . Job Club resulted in twice as many job placements as did the control procedure. Virtually all of the clients who were not de-registered (dropped out) obtained full time employment: 90% of those in the Job Club in comparison with 31% of those in the control procedure." Of those jobs obtained ". . . the salaries were 12% higher . . . were obtained in about one-half the time, (median: 5 weeks vs. 10 weeks) and were more likely to be full-time . . . All clients but one, who continued attending the Job Club obtained employment."

4. Robert G. Wegmann has done an extensive review of the research relating to Job Clubs and has published a review in The Journal of Employment Counseling, December, 1979, entitled: *Job Search Assistance: A Review.* He found Job Clubs to be a highly effective and cost efficient way to match job seekers to job openings through their own efforts. In general, he concludes his report with ". . . job search assistance holds out the promise of a very cost effective approach to the reduction of frictional employment (when a job opening exists but is unfilled because a qualified job seeker can't find it), a decrease in welfare and unemployment insurance expenditures. . ." and other benefits.

There is little doubt that programs or approaches that teach people how to find their **own** jobs are far more effective in every sense than programs/approaches that do not. It is also becoming increasingly evident that programs such as a Job Club or **JIST** which organize a group of job seeking peers into a structured and task oriented program are even more effective techniques for job seekers of all sorts.

HOW THE **JIST** INSTRUCTORS' MANUAL and JOB SEEKERS' WORKBOOK WAS DEVELOPED

As a result of the group training and follow-up techniques used in the **JIST** program, and their successful results, and the many inquiries from other similar agencies, it has become the goal of the **JIST** staff to offer training to staff and clients of other employment and training agencies that will be beneficial to Indiana's disadvantaged citizens, that is, those who do not know how to set career goals and who do not know how to find jobs successfully in a competitive labor market. The basic "handbook" was developed seven years ago in a rehabilitation program for the handicapped and has undergone considerable change and revision since

The program has evolved into a program that can be used with diverse groups; a program whose process is short term and therefore can be modified to fit many settings; a program whose techniques are easy to learn and easy to teach; a program whose cost per participant can be very low; and a program that teaches a skill for life. It is a program that is tailor-ma for organizations with a small staff (Midtown's **JIST** staff number five) and relatively small budgets.

No one technique works best for everyone but the **JIST** staff have had hundreds of job seekers provide feedback on what works best for them and have selected these for inclusion in this manual. The materials were written by **JIST** staff under a grant provided by the Indiana Office of Occupational Development and over an eight month span the original materials have been edited, re-written and were put into their present form.

Some sections of the Job Seekers' Workbook are quite long and may seem to be overly thorough. This is particularly true of the sections on data and applications. We have done this to prepare the job seeker to have *absolute confidence* in speaking about himself/herself when in job interviews doing the real thing. It is a fact that many disadvantaged job seekers do not have the employment-related language that may have a disproportionate effect on whether or not a person is hired. Compare this statement made by a job seeker early in the program with one which was made after the training program was completed:

1st statement: "I need a job because I haven't worked for six months."

2nd statement: "I am seeking a position in customer relations. I am a hard worker, learn fast, get along well with others, and am interested in learning the business from the bottom up."

Who is more likely to get the job? Mastering the basics takes time but, as any athlete knows, it pays off.

Introduction

Since you are now reading this workbook, it may be safe to assume that either you are out of work at present or you are planning to look for a new job in the near future. It one of these conditions describes your situation, you should realize that you are not alone. Most Americans will be changing jobs during the next two years. Yet, as often as people change jobs, very few job-seekers have had any training in how to find employment. Even now, you may be thinking, "I already know how to get a job." Well, this workbook is intended to help you to be more successful in your job search. In fact, by carefully completing this workbook, you will be more skilled than 90% of the job-seekers who are looking for work.

Knowing how to look efficiently for work is important because the average period of unemployment between jobs is 12 to 16 weeks. This three to four month time barrier can be broken if you develop appropriate job-seeking skills; employers tend to hire people who have good job-seeking skills over those who do not. Learning effective job-seeking skills will require more effort than watching TV of course, so organize your time to devote at least one or two hours per day to your JIST workbook materials.

This book has been designed so that you may work and learn on your own; however, it is important that you have someone help you with any lesson that is not clear to you. If you are fortunate enough to have a vocational counselor assisting you, be sure to mark items about which you have questions, then discuss them with your counselor. Also, a friend or family member can be of help when you practice for Interviews, Telephone Contacts, and so forth.

The order of the workbook sections has been arranged so that each section will prepare you for the next one. Learning will be easier, take less time, and be of more benefit if you follow this order. It may seem that some of the sections are very long and that you need not spend so much time on something as basic as completing an Application. Yet, each section is a building-block which develops job-seeking skills needed later. For example, once you have collected a complete work history and learn how to present problem areas on an Application, you will also know how to discuss these same problems in a real job Interview.

A Few Words About Knowing Yourself

It is very important that you know two things about yourself before beginning to work in this book:

- You must know what you want to do.
- You must know what you can do well.

Completing this workbook will be difficult or impossible if you do not know these two details about yourself. Deciding the job you want and determining what you can do well, together are called vocational evaluation or assessment. Different tests can be useful in helping you discover your interests (what you want to do) and your skills (what you can do well). Most state employment security divisions (sometimes referred to as "unemployment offices") have free tests available to jobseekers. If you have or have had a vocational counselor at assist you, ask your counselor about tests you can take. If any vocational evaluation program is available to you, seriously consider applying yourself to it **before** working in this book or looking for a job.

Prior to learning how to look for a job--which is what this workbook teaches, it just makes sense to form realistic goals toward employment that can be satisfying. Working should and can be more than a dreary, day-to-day chore. Your next job will probably not be your last one, but you will spend a lot of your time and energy in it. It is most important that you carefully choose the kind of job you will have, the people with whom you will work, the work environment, the level of opportunity offered you, and the values you can follow in that job. This is what vocational evaluation is all about. Talk to people, ask questions, learn.

If you do have a good idea of what your skills are and what sort of a job you want, read on. Slowly.

A Special Request To The Readers Of This Workbook

We want to revise this workbook and make it better for the next edition. Some of our plans are to include more "artwork" to break up all the words on the pages, and to make some of the sections easier to follow and/or shorter. Your opinions are very important to us!

In a general way, we want to know:

1) What are your overall opinions of the workbook?
   - -Was it helpful or not?
   - -What was the biggest problem, for you, in using it?
   - -What did you like most about it?

2) What changes would you suggest we make?
   - -For each each section, in a general way
   - -For each page, any specific changes or problems?

3) We would like your help in following ways: however, if have other helpful ideas, please include them also:

   a) At the end of each section there is a page for your comments. Please fill it in as you finish each section and **please** send these pages back to us.

   b) Would you be willing to make notes on the workbook (or on separate pages) regarding corrections, ways to make each page better, or specific ways to improve the entire section? If so, please do so and send the entire workbook to us or whatever sections you get done. We will repay any mailing costs and send you a new workbook if you want one.

   c) If the workbook (or parts of it) is being used in a job-seeking program, we are interested in formal feedback on the workbook's strengths and weaknesses from the perspective: 1) The job-seekers in that program, and 2) The staff who are using the material.

   Before July 1981, we plan on visiting several programs that use the material and conducting formal interviews and feedback. Please volunteer!

We very much want to help job-seeker, and the staff who helps them have good and helpful materials. If you have any other ideas or suggestions, please write: Michael Farr, JIST Program Director, Midtown CMHC, 1001 W. 10th Street, Indianapolis, Indiana 46202.

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Job Information and Seeking Training Program

Evaluation Sheet

Staff Training, Resource Materials, Program Consulting on Teaching People To Find Their Own Jobs.

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section?____________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address).____________________

3) What did you like or find useful about this section?____________________

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better?____________________

5) Do you feel, after reading this section, better prepared to find a job?__________

In what way?____________________

If you are willing to send us your workbook, with any notes, improvements, or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name____________________.

Address____________________ zip code__________

Age__________ Sex__________ Race__________

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 (high sch.) 13 14 15 16 (college) 17 18 19 20 (post grad.)

Do you have any other special training? If so what kind?____________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work?____________________

What kind of work are you looking for?____________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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A Program of Midtown Community Mental Health Center

EMPLOYER EXPECTATIONS

The client will be expected to learn the three employer expectations which have been stated many times as an employer's most important requirements.

1. *Appearance*
2. *Attendance, punctuality (reliability, dependability)*
3. *Skills, abilities, interests*

The client will be able to put together a plan of action that will allow him/her to meet the three employer expectations in the best way possible both in person and in the paper tools presented to prospective employers.. The client will be able to draw upon his/her own experiences and fund of knowledge while at the same time sharing ideas with other clients and learning from them.

GOALS AND OBJECTIVES

FOR THE TRAINER

The trainer's primary goal should be to establish a knowledge fund within the job seekers about the three major EMPLOYER EXPECTATIONS in order for them to become more effective interviewees.

The trainer will seek to begin some behavioral framing so that the job seekers will look, act, and talk the way an employer expects while at the same time thinking of themselves as the people best qualified to get the job they are seeking. That is the secondary goal with high priority for the trainer.

The third goal should be to raise the confidence level of job seekers as they learn how to meet the expectations with information and knowledge from personal experiences. Such a goal will have far-reaching effects.

The trainer will want to enhance group cohesiveness.

FOR THE JOB SEEKER

The job seekers are working to establish a fund of information about themselves which will relate to the job they are seeking. They should be able to relate what they can do now, have done in the past, will do in the future to their total life and work experiences and link that fund of information to what the employer expects.

Job seekers want to prepare themselves for the interviews, drawing on their background and preparation. Ultimately, they will want to be the most effective employee in that job which they acquire.

THE PHYSICAL SET-UP

THE ROOM AND SUPPLIES

A comfortable, well-lighted room in which sound carries well is always desirable. Clients may feel more free in this session to move around, not only to group up to share ideas and work on exercises, but also to go to the front and write information on the easel or chalkboard. The trainer may find that clients will work best for some of the exercises independent of himself/herself. Clients may even perform better if the trainer leaves the room. When the trainer is not present to give answers, completing the work becomes wholly the clients' responsibility. To this purpose, an easy way of going in and out of the room is desirable.

Clients will need chairs with arm rests or tables in order to complete the written work. They will also need pads of paper and pencils with erasers.

The trainer needs a table or desk for his supplies. On it he/she may want to place a portable chalkboard or easel with newsprint and marking pens. Some trainers find that a current desk dictionary will aid in spelling problems or with questions that may be raised about correct word usage.

In advance of the session, the trainer may want to have duplicated a copy of *"The Description of a Good Employee"* for each client. The material contained will become the final group exercise.

TIME REQUIRED, RELATION OF MATERIAL TO GROUP SIZE

The trainer may find that this section can be used to the greatest advantage if it is presented first. The material that follows is designed so that the trainer may refer to this section in all the following material. Therefore, a great deal of redundancy and repetition has been built into the program.

The trainer can easily adapt the verbal instructions given in the following pages for use of the material without the workbook to a group of six to twelve people. The suggested exercises and group discussions will work well when the clients form groups of three each.

When a larger group is present, the trainer will need to modify his/her presentation to allow for as much individual participation as possible. In larger groups, with clients working independently, the trainer may want to follow the materials as detailed in the workbook.

An hour to an hour-and-a-half will be sufficient time for an adequate presentation.

ROLE OF THE TRAINER

SETTING THE STAGE

EMPLOYER EXPECTATIONS are stressed throughout the entire job seeking program. Every section begins with a linkage to the three expectations which employers seem to agree as most important. Although there may be some variation in word choice, such as a preference for "being on time" instead of "being punctual" or "she looks like she's got it all together" instead of "she presents a good appearance," the three concepts should be learned. These three will become the "watchwords" throughout JIST.

Rather than tell the clients at the outset these three watchwords, the trainer should seek to elicit responses from the group. As they offer their own ideas, thoughts, observations, and experiences from the past, they will be sharing a lot about themselves. Some clients may have been job hunting before. Others have certainly observed their friends and relatives in the role of the job seeker. Still others may have been employers themselves at some time. In the group session, *everyone* has something to contribute.

Thus it falls to the trainer to draw out as many responses as possible at the beginning. By drawing out from the clients the qualities that they consider important, the trainer can determine the "talkers," the reticent, the sensitive in the group. While this give-and-take spurs a great deal of interaction, the trainer can also use the exercise to set the tone. If it becomes pleasant and fun, and at the same time involves clients through active participation, then the trainer will have set the tone that is desirable to maintain throughout the group session.

No matter how the trainer decides to introduce the three expectations, all clients should know what they are when the training is completed: appearance; attendance and punctuality (reliability and dependability); and skills, abilities, interests, etc.

THE BODY OF THE SESSION

The JIST material is designed for a complete discussion of all three EMPLOYER EXPECTATIONS. Each large category breaks down into a number of smaller components. The trainer will seek to explore all the possibilities and concerns that relate to the clients, especially linking these to the INTERVIEW.

The remainder of the materials is designed so that clients will make responses to all the areas introduced, rather than for the trainer to "give the answers" or to "decide which is the best answer." Although there are no wrong answers, and the trainer will need to stress that point, some answers are better than others.

If clients are in doubt and ask for "the best answer," the trainer should encourage them to answer themselves. The trainer should make the point that many client responses can be based on common sense. At the same time, peer interaction will reinforce good answers, sometimes with applause, and help weed out the less desirable. The trainer should see to it that any negative ideas get translated into constructive criticism, by asking "How would you make it better?"

The material becomes very detailed. In order to keep the session from getting bogged down, or from getting hung up on one area so that other areas have to be skimmed over lightly or even omitted, the trainer should decide ahead of time approximately how much time he/she will allow on each section.

The trainer may wish to give the clients a 5-minute break between the *APPEARANCE* and *ATTENDANCE*, etc., sections. Another break between the *ATTENDANCE*, etc., and *SKILLS*, etc., section could be helpful. (In the *VERBAL INSTRUCTIONS* section, the time allotted by the original trainers will be given, but only as a suggestion to the trainer using this aid.)

ON BEING VERY SPECIFIC

As the trainer approaches each EMPLOYER EXPECTATION, he/she should be prepared to follow these suggestions:

1. Define the terms *appearance, attendance,* etc., and *skills,* etc., so that there will be general agreement about what is being discussed.

2. Give the rationale behind what is going on in the employer's mind: why he/she thinks that way, what he/she is looking for.

3. Help clients break down very broad, general terms into specifics. The trainer will find that the material lends itself to an outline, such as this:

I. *APPEARANCE*
    A. Personal appearance
        1) Dress
        2) Grooming
        3) Hygiene

    B. Manner
        1) First impression
        2) Courtesy
        3) Confidence

    C. Paper Work
        1) Job Card
        2) Data Sheet
        3) Application
        4) Resume

II. *ATTENDANCE*

A. Attendance
B. Punctuality
C. Reliability
D. Dependability

III. *SKILLS*

A. Skills
B. Abilities
C. Work experience
D. Interests
E. Education
F. Hobbies
G. Volunteer work
H. Life experience
I. Training

Of course, each section will lend itself to further breaking down.

4. Clients should be helped to translate these qualities into their own lives: this is *the most vital function of the EMPLOYER EXPECTATIONS section.* The trainer can expect some clients to challenge the relevance of what he/she says (asking "Why are my hobbies important?") or verbalize self-doubts (saying, "No one would hire somebody who looks like me.") or express complaints that the exercise is difficult (arguing "It's too hard for me to tell how I was reliable and dependable in my school work and last job.")

During all the periods of questioning, the trainer should seek to stress the positive, dispell doubts, and give good reasons. If the clients' trust and confidence can be gained, more satisfying results can be obtained. A general checklist might be the following.

A. Can each client tell how to dress for the INTERVIEW and how to conduct himself/herself?

B. Can each client express attendance, etc., in statements from experience?

C. Can each client express skills, etc., in concrete examples?

5. *(optional)* The trainer should seek to help clients translate words they are uncomfortable in using into words that they can use easily and naturally. Everyone who speaks English knows there are levels of language which are inappropriate in a JOB SEARCH, but which are quite acceptable in very casual situations — such as "gutter talk" or slang so new that only a select few understand it, or highly specialized jargon from a technical field of employment that sounds like Greek to others. If the client is in doubt, the best guideline is a standard desk dictionary. If a word or expression hasn't been used long enough, or widely enough, to appear in the dictionary, or if it is categorized as "jargon" or "vulgar", then it is probably best to find a word that everyone understands and that no one will take offense in hearing.

SOME ADDITIONAL REFERENCES

The trainer will find it helpful to read the introductory material in the workbook. He/she can then assess the potential for this section as well as explore options. The trainer may also wish to undertake some reading and research into the field of vocational assessment. This is an option that can be presented to the clients also, along with the option of consulting a vocational counselor if a JIST JOB ASSESSMENT workshop is not available.

VERBAL INSTRUCTIONS

FOLLOWING THE WORKBOOK

When the trainer chooses to follow the workbook with its detailed and orderly progression, he/she needs to decide in advance the answers to these questions:

1. How many exercises will the clients work through, all or part?
2. Which exercises will benefit clients most if not all are to be used?
3. How will the exercises be worked, in groups or individually?
4. How can clients share answers with one another?
5. What is the best yardstick for the trainer to use in determining how well clients have understood and put into practice the material presented?

IN GENERAL

The trainer may need to rely on his expertise in working with the group session, changing techniques from time to time to break the monotony. Since some parts of this section are difficult, and may become tedious, varying the routine should bring better results. Depending upon the size of the group involved, and the amount of time allotted for EMPLOYER EXPECTATIONS, the trainer should seek the best means of giving clients a sound base for their job search. Some suggestions for the trainer which can be applied to all parts of this section would be to follow this work plan:

1. Introduce the material.
2. Define the concept. Compare and/or contrast with similar concepts.
3. Give the rationale.
4. Be alert to typical responses. Share these with the group.
5. Give the best response in relationship to the job being sought.

6. Give examples that further explain the concept.
7. Have clients work out the exercises. .
8. Check the clients' work for problem areas that need help.

SOME SPECIFIC QUESTIONS

INTRODUCTION

1. If you were the employer, what would you expect from the people who are applying for jobs with your firm?
2. What job do you really want?

PERSONAL APPEARANCE

3. Do you look like the right person for the job?
4. How would you dress for an interview?
5. Who in the room looks like the best person for the job, based on the way he/she looks right now (sits, stands, talks, etc.)?
6. What special qualities about that person stand out and make him/her look like he/she fits the part?
7. What would you do to make a good "first impression?"
8. What reaction do most people have to a freshly started beard or mustache?
9. Did you know that 40% of those who stay unemployed remain so because of personal appearance?

MANNER

10. How does the way you are conducting yourself now compare to the way you would act during an interview?
11. What are some effective ways to overcome stage fright?
12 How do employers react when the interviewee goes overboard, being too gushy or too pushy?
13 How long does an interview take? What can you do to avoid becoming anxious or nervous about the way things are going?

PAPER WORK

14. What are the most important qualitites that you can supply with all your paper tools?

ATTENDANCE, PUNCTUALITY (Reliability, Dependability)

15. Can you be counted on to do the job?
16. What should you do if you can't make it for an interview?
17. When should you show up for an interview?
18. Why is arriving an hour or two early not advised?

19. Have you won any awards for attendance, either in school or on a previous job?

20. If you have difficulty giving examples that show you can be counted on to show up all of the time and follow through on the job, what two words will best describe those qualities? Have you considered saying simply, "I am reliable and dependable?"

21. What does the expression, "Time is money" mean to you?

SKILLS, ABILITIES, INTERESTS, etc.

22. What can you do now that relates to the job you desire?

23. Would you like to have the employer provide some additional "on-the-job training?

24. Why is the statement "I worked as a cashier at Ford two years and I worked as a counter girl at Wendy's two years" not a good answer?

25. If you state "I can type 60 words a minute," what will the employer expect from you?

26. What should you do if your hobbies do not have any relationship at all to the job you want? What if they do?

27. Why is it important to translate "life experiences" into informal training and state them in years (or months)?

28. What would volunteer work tell an employer about you?

CONCLUSIONS

29. Because an employer can be selective, what things will you need to work on the most before going in for an interview?

30. If you are in doubt about how to meet EMPLOYERS' EXPECTATIONS, what should you do – can you find out what others do or say? Can you use your common sense? Will both of these ways be beneficial?

SUMMARY STATEMENT TO CLIENTS

Each new technique that is learned in JIST can build on personal experiences, but if new areas are encountered, new ways to meet them can be discovered by adapting knowledge gained from JIST and from personal experience. This is the most important result of completing the JIST program – confidence and ability to adapt.

DOING YOUR OWN THING

New techniques, along with the trainer's innovative style, can help the clients experience a change of pace when dealing with very detailed material. The following are suggestions for the trainer who wishes to rely chiefly on his/her own know-how. (These techniques have been tested out with great success by the original trainers.)

Link EMPLOYER EXPECTATIONS *to the* INTERVIEW, APPLICATION, DATA SHEET, JOB CARD, and TELEPHONE CONTACT components of the program in the introduction to the clients. Emphasize again the need for all clients to know what job they want and be able to express that desire.

Point out that the best way to "find work" *is to* "find out what the employer wants." Clients should be told that it will be easier to get a job if the job seeker knows what the employer is looking for in an employee.

Introduce the first exercise as "one way to get inside the employer's head." The trainer asks the clients to break up into groups of three each (or comparable groups depending on the size of the session), and asks each group to withdraw to an isolated section of the room apart from the other groups. Each group is a "firm" or "company," taking a title such as "Company A," "Company B," "Company C," and so on, or they may want to pick their own distinctive title, "The May Company," "Jones Bakery," and so on. Each group is instructed to think of itself as the Board of Employers; each person pretends, "I am an employer." To further establish the setting, the trainer may ask the clients to close their eyes and say, "I am an employer," while visualizing themselves seated behind a large desk with a sign that says **BOSS.**

(At this point, the trainer may ask anyone in the group who has been in the position of hiring employees to relate his/her experiences from the viewpoint of "What does it feel like to be an employer?")

The trainer instructs each group, "You have the power to hire and fire. Now you are going to hire someone to fill a certain job in your firm. Pretend that someone is coming in for an interview. Decide what your expectations of that person will be by using this guide:

1. What do you look for that will indicate the interviewee will make a good employee? What will turn you on? What will turn you off?
2. What do you think the interviewee should be wearing? How should that person look? Act? What should he/she say?
3. What are your expectations of the interviewee? What will indicate that this is the person you want to hire?"

(At this point, the group is only thinking about these questions and their answers to them, not writing them down or talking aloud about them.)

The trainer instructs each group to select a chairperson who can keep the exercise moving along, and a secretary who will write down *every answer* that is given. (The key to this exercise is to write down everything — there are to be no editorial comments, no criticism, no negative remarks about any answer suggested. Every suggestion is to be treated as "good." Each person should be encouraged to respond, and no one should be allowed to dominate.

When every group has a completed list, which may contain from 15 to 20 qualities to look for, the secretary is to take the list and transfer all the information to the blackboard or easel pad. Because each secretary will repeat this procedure there may be 3 to 4 long lists, or more depending on the size of the group involved, and each should be written where everyone can see them.

The trainer states that the groups will be allowed ten minutes to complete this exercise and then leaves the room to encourage clients to talk more freely. This allows the clients to work independently of the trainer without having his viewpoint imposed on their answers.

(After seven minutes the trainer may want to re-enter the room to check on progress and to give the groups a three-minute warning to finish the exercise.)

When the trainer returns and finds all the lists properly displayed in front of the usually pleased clients, he will want to congratulate them for their good work. A lot of praise goes a long way toward creating a good working atmosphere.

As an introduction to the second exercise, the trainer will quote various studies which indicate that there are always three main qualities that appear at the top of the list of EMPLOYER EXPECTATIONS. The trainer instructs each group to choose three qualities from the list that they have prepared and to rank them as Number 1, Number 2 and Number 3. (Although no one is more or less important than others, it is done for the sake of convenience in discussion.)

The trainer gives instructions for completing the second exercise for selecting the three qualities considered to be most important. The groups should discuss the qualities among themselves, challenging suggestions if necessary, until there is general consensus about which qualities rank 1, 2, and 3. The secretary should then go to the list he/she has put on the blackboard or easel and circle the chosen qualities numbering them 1, 2 and 3.

The trainer announces that five minutes will be given to complete this exercise and again leaves the room. After three minutes he/she may want to check the progress and give a two-minute warning.

When the trainer returns to find the exercise completed, congratulations are again in order.

The trainer then compares the circled qualities on each list with the accepted list which contains the EMPLOYER EXPECTATIONS *to be covered in this section:*

1. Appearance
2. Attendance, Punctuality (reliability, dependability)
3. Skills, abilities, interests, etc.

(At this point the trainer may wish to give a brief explanation of what each category encompasses, with the assurance that a detailed study will follow.)

The trainer will find that generally the groups' answers will equal his/hers, though the working lists may vary somewhat. He/she should show the clients that this is true, which will lead to the logical conclusion of the exercise: The clients already have the needed information — they already know what the EMPLOYER'S EXPECTATIONS will be. (At this point, the clients may want to discuss the relative importance of each of the three qualities.) The trainer will want to stress that what the clients need, and what the JIST program can give them, is a *structure* to put all the information together.

THE DETAILS

Now the trainer is prepared to take the clients through the three categories in detail following the suggestions given in the ROLE OF THE TRAINER section. This part of the session may take from 45 to 75 minutes and will complete the work on EMPLOYER EXPECTATIONS. However, emphasis should be put on the "package" the clients are developing, with these expectations as a base, and that the "package" will contain what an employer is looking for. As the clients draw upon their own experiences they will also gain knowledge from the group exercises which will expand their job seeking techniques.

IN CONCLUSION

PARTING REMARKS

The trainer may wish to hand out copies of *Description of a Good Employee* with the admonition to clients, "As you do this work, remember that these qualities describe the last person who did that job well in the firm." He/she may then instruct clients to measure what they can do, what they have done, and what they will do against that description as a yardstick. Clients may be told to circle those qualities they don't understand, are not sure of, and that they want some clarification of. After everyone is finished with their work, the group should discuss the yardstick. The trainer should encourage everyone to participate in the discussion and the questionable qualities that have been circled should be brought up for group discussion, with the trainer guiding the discussion unobtrusively to the right conclusions.

If the seminar is to go into a second day, the trainer can ask the clients to come in the next day dressed as they would for an actual interview. All the points relative to appropriate dress, grooming, and hygiene should be stressed, but emphasize that no client should feel his/her clothing is unworthy — that each client should dress as if he/she were going to a job interview because that is the goal of this job search - an INTERVIEW, and each person will want to be prepared for that possibility.

Have you read the Introduction of this workbook? If you have not, you should read the Introduction now rather than continue here. You will find that you must consider and resolve some basic issues in order to make the most of your work in this book. (If you have not read it, **STOP, read the INTRODUCTION now!**)

Common sense suggests that an individual should know exactly what he or she wants before attempting to get anything. Having read the Introduction, you know that your job search can be successful only after you have made certain informed decisions. Basically, your decisions should answer these questions: "What do I really want to do?" and "What can I do well?" To answer these questions, you need to explore your options and evaluate your own potential. You should think long and hard before deciding the job you want and can do well. You might benefit even more by reading a workbook on vocational assessment or by consulting a vocational counselor.

Deciding what you want to do and can do well is essential to your work in this text and to your job search. Your decisions, however, will prove their greatest worth when you actually get **the job you really want!**

Write the title(s) of the job(s) you want only after making informed decision on this matter:

____

____

You will have to know how to "fill the bill" in order to convince an employer that you are the right person for the job you want. During an Interview--as well as every other contact you have, an employer will be looking for certain clues to indicate that you are the right person, or not. These clues are Employer Expectations.

In this chapter you will learn about the major expectations employers have and some ways in which you can meet them. Because you will more likely find and be offered the job you want the more you Interview for positions, the emphasis of Employer Expectations will be directed toward the Interview.

You should give full attention to your work in this chapter. These lessions will be basic to all the rest of the instruction in this book. In following chapters you will learn to make and use "tools" that will help you meet Employer Expectations and get Interviews.

Employer Expectations

An employer can be selective in hiring whenever there is more than one applicant for any single opening. From among all the people applying for a position, the employer will select the one person who seems to be the best for the job. This job-seeker is the person who most completely meets all the expectations the employer has concerning what a good employee should be.

It is in your best interest to know what is expected of "the right person for the job" and how you can meet those Employer Expectations.

It would be a difficult process (if not impossible) to research the expectations of each individual employer before arranging Interviews. You would more readily profit from using common sense and by referring to past experience to decide what might be expected.

Try this exercise: Imagine that you are an employer. Imagine you are sitting behind the huge desk in your own private office. This week you have been interviewing several applicants for a position you need to fill (it could be any position). You are going to Interview another person now. This applicant is being led into your office by your secretary. What clues do your common sense and past experience suggest you should look for to decide whether or not to hire this individual? What do you expect of the person who seems best for the job?

Write at least ten of your expectations.

(example) Good Manners ______________________

(example) Willing to Learn ______________________

(example) Experienced ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Because you are the employer, there are no wrong answers in your list of expectations. Each individual employer will have some personal preferences when it comes to selecting a new employee. Various studies have shown, however, that there are three major expectations common to most employers.

Try this: Choose the three expectations you think most important in your list. Write them here:

____

____

____

Now, you may compare your three major expectations with the responses from employers. Listed in order of importance according to surveys of employers, the three leading Employer Expectations are:

1. APPEARANCE
2. ATTENDANCE, PUNCTUALITY (Reliability, Dependability)
3. SKILLS (Abilities, Experience, etc.)

You will be able to show that you are the right person for the job if you explore these major expectations and discover ways in which you can meet them during an Interview.

Expectation One: APPEARANCE

Do you look like the right person for the job?

You have heard of the importance of always making a good "first impression". Well, the impression you create during an Interview will be expecially important. You will be considered for the position if you project a favorable image. If you do not make a good impression during an Interview, your first impression will also be your last for any particular employer.

Even before you shake hands and introduce yourslef, an interviewer will begin to form an opinion from the first sight of you. This is a natural tendency. Since the time you have in which to present yourself will be relatively short, your APPEARANCE will greatly influence the employer's final opinion of you.

There are three aspects of your APPEARANCE that will be of concern to potential employers. These are your:

--Personal Appearance
--Manner
--Paperwork

You will want to meet these expectations of APPEARANCE so that your first impression will be a good and lasting one.

Personal Appearance

Personal Appearance includes the first details an employer will notice about any job-seeker. Within the first few seconds of an Interview, an employer can decide that the job-seeker who has neglected his or her Personal Appearance is definitely not the right person for the job--no matter how Skilled he or she might be. The employer will usually hire a job-seeker who looks like the right person for the position, a job-seeker who has the appropriate Personal Appearance.

There are three factors that determine Personal Appearance. These are:

--Dress
--Grooming
--Hygiene

How a job-seeker dresses for an Interview is important to how his or her Personal Appearance will be received. The following are some basic guides to dressing for an Interview:

--Dress one step above what might actually be worn on the job. For example, if jeans and a T-shirt would be worn on the job, the job-seeker should wear nice, casual clothes for the Interview. The job-seeker can determine the kind of clothing that would be worn for work by visiting the company sometime before the Interview to note the attire of employees who are in positions similar to the one being sought. Otherwise, the job-seeker should dress one step above the clothing that common sense or past experience suggests appropriate for the job.

A "dress rehearsal" a day or two before a scheduled Interview could be beneficial. The job-seeker could dress exactly as he or she would for the Interview, then ask a friend or relative for comments: "I am going to Interview for a job as a (x). How do I look? Do I look like the right person for the job? Do you think I have dressed one level above what people in similar positions would wear on the job?" The "dress rehearsal" can be staged before a mirror if no one is available to give helpful comments.

After a few Interviews the job-seeker will have a more experienced idea of how to dress for the situation and can adjust accordingly.

--Do not wear jeans, T-shirt and tennis shoes for an Interview.

--Dress in clothing that is clean, neat and in good repair.

--Dress conservatively. Do not wear "loud" colors or prints. Avoid obvious mismatches between colors or patterns (pink with orange, plaids with stripes). Avoid excessive or gaudy jewelry and accessories (long necklaces with large medallians, huge belt buckles). Shoes (shined, of course), belts, purses and any other accessories should complement your attire and be in good repair.

You should know what job you want by now. You ought to be aware of the duties required of this position. You should have some basic idea of what the working conditions will be like. Maybe you have already visited this or similar work environments. Now, by using your common sense and be referring to past experience, decide how you might dress for an Interview pertaining to the job you want.
Write your answers here:

Top____

____

Bottom_____________________________________

____

Accessories________________________________

____

Grooming is another factor relating to Personal Appearance. The following are some of the basic rules of good grooming a job-seeker must maintain for an Interview:

--Hair should always be well-groomed: Clean, combed and neatly styled.

--Men: Be sure to shave before going in for an Interview. Mustaches and beards should be neatly combed and trimmed. If clean-shaven but intent upon growing a mustache and/or beard, the job-seeker should wait till after he gets the job to let facial hair grow (few will deny the unattractive quality of a beginning mustache or beard).

--Fingernails should be neatly trimmed.

--If used at all, make-up, perfume or after-shave lotions should not be applied in excess.

--Again: Clothing should be clean, neat and in a state of good repair.

An employer will expect the right person for the job to be well-groomed. You should always be completely groomed for any Interview. What does complete grooming include?

Write your answers here:

Hair____

Face____

Hands____

Other____

Hygiene is another factor important to the Personal Appearance of a job-seeker. The following rules include the basics of good personal hygiene to be maintained for an Interview (as well as on the job):

--Good personal hygiene always begins with a clean body. This requires regular and thorough bathing.

--Hair should be clean.

--Teeth should be brushed regularly.

--Deodorants should be used.

--Fingernails should be clean.

The employer will expect the right person for the job to always follow the rules of good personal hygiene. Of course, you will attend to these rules before going for any Interview. In review, how is good personal hygiene maintained?

Write your answers here:

Body ____

Hair ____

Teeth ____

Fingernails ____

Dress, grooming and hygiene are interrelated. Neglect of any one of these factors will reflect poorly on the others. For instance, the job-seeker who dresses correctly and is well-groomed will not make a favorable Personal Appearance if hygiene has been overlooked.

Consider this fact: 40% of the people who stay unemployed do so, in part, because their Personal Appearances do not meet the Employers' Expectations for the jobs they seek.

Manner

Another aspect of APPEARANCE that concerns potential employers is Manner. Here, Manner refers to the job-seeker's personal behavior, the way he or she acts. The way a job-seeker acts during an Interview helps the employer form an opinion of how this person might act on the job. Again, because the time in which to present oneself is short, Manner will greatly affect the first impression a job-seeker makes.

Your Manner during an Interview should be natural, but **positive.** Your Manner will promote good APPEARANCE if you show that you are confident. You should always show a potential employer basic common courtesy. However, you should not "over-act"; just be yourself. Honesty and sincerity are elements of good Manner too.

Paperwork

After Personal Appearance and Manner, the third aspect of APPEARANCE relates to the Paperwork necessary for a successful job search. Employers will require you to fill out Application forms. In upcoming lessons you will learn to make and use various "paper" tools for your job search. You will always want Paperwork that represents you to an employer to be **neat, complete** and **accurate.**

You should now have a clear understanding of what APPEARANCE means as the first major Employer Expectation. You have learned how to meet this expectation on different levels. In the space provided, write the three apsects of APPEARANCE to which you will attend for an Interview:

____

____

____

You may check your answers against the list on page four of this chapter.

Expectation Two: ATTENDANCE, PUNCTUALITY **(Reliability, Dependability)**

Can you be counted on to do the job?

Employers hire people who show the most promise of being at work everyday and on time. Most businesses operate by the notion that "time is money". In turn, workers are generally paid according to the amount of time they give to the company. An employee who often misses work or is usually late for work cannot contribute the full effort required of the position. A highly skilled employee who fails to attend regularly or to be on time will not be as productive as the lesser skilled worker who is always on the job. A non-productive employee will not remain employed long because he or she costs the company money rather than helps the company profit.

The second most important Employer Expectation includes all of the following:

--Attendance
--Punctuality
--Reliability and Dependability

During any Interview you will want to show the employer that you can meet his or her expectations concerning ATTENDANCE, etc.

Attendance

An employer wants to hire people who will maintain good records of Attendance. Each employee will be expected to be on the job as scheduled to perform his or her share of work. Employees who are at work everyday increase productivity and, thus, make more money for the company (and themselves!).

How might you show an employer your dedication to good Attendance during an Interview?
Write your responses here:

____

____

____

____

The following are just a few basic ways to meet an Employer's Expectation of Attendance during a job Interview. Compare your answers to these:

--As you may have guessed, attending the Interview is the first step toward proving a regard for Attendance. An employer can hardly trust an applicant who fails to attend the Interview to be the kind of person who would be on the job everyday.

Many of the job-seekers who do not attend Interviews have relied too much on memory. Memory often fails. You will be able to insure your Attendance by keeping and referring to a complete written record of Interviews you schedule.

If circumstances do arise that keep you from going to an Interview, you should call the employer, explain your situation, and try to arrange another Interview. You may or may not get a second chance this way. However, you will certainly get nothing for letting the Interview pass unexplained and uncancelled.

--During the Interview, you can describe the importance good Attendance has for you. Talk about your good Attendance in past employment, school, and so forth. You may even wish to mention awards you might have received for your record of Attendance.

Think of how you might directly tell an employer that you will maintain a good Attendance if hired. What examples from your past experience could you offer in support of your claim?

Write your answers in the space provided:

Attendance Statement____

____

Example____

____

Example____

____

Punctuality

Punctuality is the quality of always being at an appointed place on time. An employer recognizes Punctual employees as being those who...

...come to work on time.
...come back from breaks, lunches, meetings, appointments and so forth--on time.
...perform all duties as scheduled.

When an employee is not Punctual, another worker may have to "double-up" and perform two jobs to cover for the late individual. Otherwise, the job is not started until the tardy employee arrives. Anything less than consistent Punctuality costs the company time (and thus, money); it will not be tolerated very long.

List some ways in which you might show that you are Punctual during an Interview:

____

____

____

____

____

Now, compare your answers with these basic suggestions for meeting an Employer's Expectation concerning Punctuality:

--Always be on time for an Interview. Here, "being on time" means you should arrive at the appointed place 10-15 minutes before the scheduled time. This allows you to relax, collect yourself and become familiar with the new surroundings.

The employer may suspect your Punctuality if you make it to the Interview "just in the nick of time". However, you do not want to arrive an hour before the scheduled time either. Being too early may make the interviewer nervous or make you seem too desperate to find work.

You should be sure to call the employer and explain your situation if you cannot it make to the Interview on time.

--You may simply tell an employer that you are Punctual. You could say, for example, that you enjoy completing your work according to schedule. Be prepared to support your claim with examples from past experiences.

Make two statements you could use to tell a potential employer that you are Punctual. After each statement list some examples from your own experience that illustrate Punctuality.
Write your sentences here:

Punctuality Statement________________________________

____

Example____

Example____

Example____

Punctuality Statement________________________________

____

Example____

Example____

Example____

Reliability and Dependability

Excellence in Attendance and Punctuality implies two other qualities appreciated by employers--Reliability and Dependability. Reliability is the personal quality that allows an employer (and fellow workers) to trust in your ability to perform your job. Dependability is similar; it is the personal quality that allows an employer (and fellow workers) to count on you for support in the work-effort.

If you are seen as being Reliable and Dependable, an employer will know that...

...you will be on the job everyday, on time.
...you will finish your work on schedule.
...you will learn as much as you can about your particular job.
...you will follow company rules.
...you will be able to accept more responsibility.

To include these qualities in the first impression you create, you can simply tell an employer that you are a Reliable and Dependable worker. You should be prepared to support your statement with examples from past experience (by the way, you will become very familiar with a positive view of your complete work experience in future lessons).

In the example below, the job-seeker claims Reliability and Dependability, then gives proof by informing the employer of specific responsibilities from a past position.

> "You will find that I'm a reliable and dependable worker. On my last job, I performed all of my clean-up duties well. Because of this, my boss asked me to be responsible for collecting the money from all the soft-drink machines. My tally was always on the mark. Later, I was promoted to shift-leader of the custodial crew."

Now that you know Reliability and Dependability are necessary in meeting an Employer's Expectations, decide how you might illustrate these qualities in an Interview. (Be prepared to find this exercise hard to do if you have yet to decide what job you want and why you want it. If such is your case, consult a vocational counselor to assist you in this matter.) Write your responses in the space provided.

How might you tell an employer that he or she can trust in your ability to do the job? What examples from your own experience prove your Reliability?

Reliability Statement ____

____

Example ____

____

Example ____

____

Example ____

____

How might you tell an employer that you can be counted on for support in the work-effort? What examples from your own experience prove your Dependability?

Dependability Statement ____

____

Example ____

____

Example ____

____

Example ____

____

By now, you should know the basics for meeting the first two major Employer Expectations. As a simple review, list these expectations:

Employer Expectation One: ____

Employer Expectation Two: ____

You may check your answers against the list of Employer Expectations on page three of this chapter.

Now, "take five". You have done well. When you return, you will learn about the third most important Employer Expectation.

Expectation Three: SKILLS (Abilities, Experience, etc.)

What can you do that relates to this job?

An employer will expect each person he or she hires to have, or be able to develop, the SKILLS, Abilities, Expereince, etc. required of the job. The employer will usually provide for some level of training for the specific job. This training is intended to strengthen existing SKILLS, etc. and/or teach new ones so that the employee's work will be correct, efficient and profitable.

To meet the third major Employer Expectation, you will need to show that you have the potential "to do the job". This potential (your SKILLS, Abilities, Experience, etc.) must be shown in an Application, in all the other job-seeking tools you make and use, and during an Interview.

In an Interview situation, an employer will ask about SKILLS and so forth. Although there are a variety of ways this question will be asked, a common example is: "What is your experience?" Many job-seeker answer such questions in vague terms that do little in describing their potential. The following example is typical of how the average job-seeker responds:

Employer: "Tell me about your experience."

Job-seeker: "Well, I was a secretary at Chrysler for three years and a bon-bon wrapper at Russell's Sweets for two years."

This kind of response does not relate any SKILLS, Abilities, Experience, etc. directly. It merely informs the employer of two job titles, and two places and periods of employment.

When you answer any Interview questions about SKILLS and so on, you will want to be specific and complete. You will be able to inform an employer of your full potential if you explore your....

SKILLS
ABILITIES
EXPERIENCE
EDUCATION AND TRAINING

INTERESTS AND HOBBIES
VOLUNTEER WORK
LIFE EXPERIENCE and
"OTHER" POTENTIAL

Each of these areas are defined in following pages. To begin defining your own potential, you will write responses for any area that applies to you. All of your responses should relate to the position you want. In this way, you will assess your complete potential "to do the job".

You should consult a vocational counselor or read a workbook on vocational assessment if you have difficulty in defining your full potential.

Write the title(s) of the job(s) you want:

____

____

____

As you read the following definitions and perform the exercises, make your responses relate to the job you want. If one section just does not apply to you, move on to the next.

Skills

Skills include all the things that you can do, have done, or can learn to do better. Skills involve the use of your hands, body and/or mind. Skills range from the simple to the complex. Skills can be a knack, talent, craft, art, accomplishment, knowledge, capacity, gift, imagination, cleverness, aptitude, capability, know-how, competence, readiness, qualification, "what it takes", practice, efficiency, being prepared, etc., etc.

In the following sections you will be outlining your SKILLS as Abilities, Experience, Education, Training, Interests, Hobbies, Volunteer Work, Life Experience, and "Other" potential you have to offer an employer. Without a doubt, you should believe this: **You have SKILLS.**

A few examples of some simply stated, but specific SKILLS are:

--"I can type 60 words per minute."
--"I know how to rebuild Volkswagen engines."
--"I have three years experience in COBAL, FORTRAN and BASIC computer languages."
--"I have 15 years experience in full-time child-care."
--"I can bus tables efficiently."
--"I have a chauffeur's license and am a competent driver."
--"I have a talent for hand-lettering and drawing cartoons."
--"I have a knack for repairing electrical household appliances--large and small."
--"I am able to relate well with people (customers, clients, etc.)."
--"I am experienced in all phases of household management."
--"As a volunteer at the public library, I learned a lot about cataloging and retrieving data."
--"I am a capable cook."

In the following space, list as many of your own SKILLS as you can. You do not have to write complete statements, nor do you have to relate each SKILL to the job you presently want. Continue your list on a separate sheet of paper if you find this space too limiting.

SKILLS: ____

____

____

____

____

____

____

____

____

____

____

____

Now, you should list your SKILLS that relate to the job you want. Many of these SKILLS should already be written in the preceding list. You will want to write them again here. Think carefully; there may be position-related SKILLS you have yet to list. Write a complete, simple statement for each SKILL you have that relates to the job you want. Try to be specific. These will be the SKILLS you will want to emphasize during your job search.

Position Desired

SKILLS Statements

Continue your writing on a separate peice of paper if you need more space than is provided to list your job-related SKILLS. If you cannot list any SKILLS or if you list only a few, you should really consider becoming involved with a vocational assessment program or consulting a vocational counselor to assist in this matter.

Abilities

Abilities are generalized Skills that can be transferred from doing one kind of job to performing another. Because they are transferable ("Transfer-**ability**"), these generalized Skills often can be more significant in a job search than specialized Skills--especially when a change in careers is sought. For example, a former automobile mechanic who wants to repair household appliances should emphasize personal mechanical abilities rather than specialized Skills. The employer who manages the appliance repair shop will be interested to learn that this job-seeker can use hand tools and can troubleshoot, repair, adjust and maintain mechanical devices. The employer could care less that this job-seeker can pull the engine out of a 1963 Chevrolet pickup truck, over haul it, grind the pistons, rebuild the carburetor, change the points and plugs, and adjust the timing.

Here are some examples of Ability statements:

Ability Statement: "I am good with my hands."

Example: "I am an expert typist and a pianist."

Connection: "I'm sure i can perform well in assembly work."

Ability Statement: "I know a great deal about child-care."

Example: "After raising my own four children, I have been a full-time sitter for ten other children in the course of the last 15 years."

Connection: "You will find me to be a conscientious and reliable member of your day-care staff."

Ability Statement: "I'm able and eager to learn."

Example: "Ever since I built my first crystal receiver set in cub scouts, I've tried to learn all I can about practical electronics."

Connection: "I will be a most attentive apprentice in your TV repair shop."

Ability Statement:	"I can relate well with people."
Example:	"As a candy-striper volunteer at Saint Anne's Hospital, I enjoyed interacting with the staff and countless patients over a two year period."
Connection:	"As a salesperson in your store, I will prove to be quite adept in relating to customers."

You should know what you have been able to do in the past that applies to the job you want now. Such knowledge is a product of determining what you can do well. List several of your Abilities that can be transferred to the job you seek:

Abilities:

Now, choose the two Abilities from your list that you think might most interest a potential employer. Write these Abilities as complete statements, then include examples from your own experience that support your statements, and provide the "connection" between each Ability and the job you want:

Ability Statement:

Example:

Connection: ______________________________

____

____

Ability Statement: ______________________________

____

Example: ______________________________

____

____

____

Connection: ______________________________

____

____

Experience

Basically, Experience refers to specific data about positions previously held. This information includes the names of former employers, the length of time spent with each, titles of positions held, the Skills and Abilities used.

A potential employer will generally expect the job-seeker to outline his or her Experience on an Application form and during the Interview. Although you will be learning to make a highly-detailed outline of your work Experience in future lessons, you may start toward that end now by reading the following examples and writing a simple Experience statement of your own.

> "I worked at Huron Metalworks for three years as a welder. I am skilled in precision fabrication and am able to both torch and arc weld. I'm sure I will prove to be an excellent welder for you."

"During the past four years, I have been the Assistant Recreation's Director at Sunrise Manor Retirement Village. This experience has given me practical insight into the needs and concerns of the elderly. I know that I am able to speak with retirement-aged individuals in a way that ever supports human dignity. I will be a dependable member of your Senior Citizens' Hotline staff."

"I've worked at McCall's Family Restaurant for the past three years. I began as a dishwasher, but soon progressed to bus boy, than parking attendant. Later, I was given the responsibility of tending the salad bar and filling in on the cash register. During the past two years I have been in charge of inventory, ordering, and managing banquets. As the Assistant Manager of your cafe, I believe my varied experience will be most valuable."

"At Washington Junior and Senior High School I was a top-notch student in all the industrial arts courses. I'm good with all hand and power woodworking tools. I will be a worthy carpenter's apprentice."

Now, you should make an Experience statement of your own. Choose one job (or military service, volunteer work, education, training, etc.) from your past that illustrates your Skills and Abilities to do the job you want. Your Experience statement should contain at least three sentences. Give specific data as instructed below:

First sentence: Include name of former employer, length of time spent on job, and title of your position.

____

____

____

Second sentence: Include some Skills and/or Abilities gained from former position that relate to job wanted now.

____

____

____

____

Third sentence: Tell the connection between this past experience and the job you want now.

Education and Training

Depending on the type of job for which you will be applying, an employer may expect you to have had certain courses of Education and/or Training. Education and Training may include: grammar school, junior and senior high schools, college, technical school, business college, correspondence school, on-the-job training, military training, volunteer services training, etc.

Whenever you claim any Education or Training as a qualification for the position you seek, you should be prepared to explain how this learning relates to the position.

For example:

> "When I was in high school I took a first aid course which got me interested in nursing. I took a job as a nurse's aide after graduating. As a nurse's aide I was trained to take vital signs and do patient care. When I decided to become a practical nurse, I worked and trained at Regency. Now I have my degree. I believe my formal and on-the-job training can be put to good service in this clinic."

Write your own statement of how at least one course of Education or Training you have undertaken relates to the job you will be seeking.

Interests and Hobbies

An Interest is a personal feeling, concern, or curiosity about something. A Hobby is similar; it is something that a person likes to do or study in his or her spare time. When a job-seeker has any Interests and/or Hobbies that relate to the job being sought, an employer realizes that this job-seeker will tend to like the work and, thus, perform better and stay on the job longer than other applicants. This kind of job-seeker will represent "the right person for the job".

Read these example Interest and Hobby statements:

> "When I was in school I took all the bookkeeping, accounting, and math courses available. Numbers fascinate me. I would enjoy being a bookkeeper with this firm."
>
> "I've been interested in music all my life. I started piano lessons when I was six. Later, I learned brass, percussion, and guitar. I compose and arrange my own songs. I have taught piano and guitar privately for four years now. I would be a dedicated sales person in your music store because I believe everyone should make their own music."
>
> "I want to be a dressmaker. My favorite hobby is making clothes for myself and my family."
>
> "I love flowers. My house is nearly a jungle of vines, buds and bouquets. In the summer I've a large flower garden. I've taken courses in horticulture and floral arrangement from the free university. I'd truly enjoy working in your shop and greenhouse."

If you have taken the time to discover what job you really want to do, you probably have Interests and Hobbies that relate to this line of work. Write some simple statements about your Interests and Hobbies that might help convince an employer that you are the right person for the job.

Interest Statement

Hobby Statement

Volunteer Work

Volunteer Work is service performed for free. A few places where people may work voluntarily are: hospitals, schools, churches, and social services institutions. Volunteer Work can be important in meeting an Employer's Expectations because such work is as much a source for Skills, Abilities and Experience as any paid employment.

The following is one example statement concerning Volunteer Work:

> "I was a volunteer teacher's aide for two years at Holmes Elementary. This experience has given me the opportunity to understand and communicate with a wide range of children. I would be an asset as salesperson in the children's wear department."

If you have done Volunteer Work in the past, write a statement that explains how some Skill or Ability learned then applies to the job you desire now.

Volunteer Work Statement:

Life Experience and "Other" Potential

Life Experience and "Other" Potential includes Skills, Abilities, Experience, etc. gained in the course of everyday living rather than from employment or training outside the home. Most job-seekers fail to recognize this informal potential. Still, any qualification that relates to the position desired is worth counting toward meeting expections the employer has.

Here are just a few example statements illustrating Life Experience and "Other" Potential that can be offered to an employer.

> "I have been a full-time homemaker during the past 20 years. Yet, as part of my family responsibility, I have maintained complete itemized financial records, handled all the money, savings and checking accounts. By the way, I've never bounced a check. I've made sure that all the bills have been paid on time--without fail. I believe my experience would help me become a good account clerk."

> "Growing up on the farm, you had to learn how to repair machinery good 'n' quick. Seasons won't wait for parts from Topeka. I've always been good with my hands. Since my Dad had a shop and a hefty stack of scrap, I learned early on how to make a lot of replacement parts and repair pickers, combines, wagons, tractors, and the like. Pert'nigh sure I can fix lawn mowers for you."

> "I learned fishing on the deck of my Dad's trawler. I've always had this knack for doing sums in my head. Quick and always accurate. I believe I could be a crackerjack bidder on the docks for your cannery."

Take time to think about this area. You probably have a great deal of Life Experience and "Other" Potential that has not been covered so far. List as many of these qualifications as you can in the space provided. Do not worry about making complete statements yet.

Life Experience and "Other" Potential

Now, choose one item from your list above. Write a simple statement that tells of this special qualification and its significance to the job you want.

Life Experience/"Other" Potential Statement

Remember that the third major Exmployer Expectation is concerned with Skills, Abilities, Experience, etc.? You have only just begun to outline the ways in which you meet this Expectation. In upcoming lessons you will learn to more fully define your SKILLS and so forth. You have made a good and useful start though. As example, compare the two following responses. The first is the typical response of an average job-seeker. The second response uses statements obtained by the same process you undertook.

Employer: "Tell me about your experience."

Job-seeker: "Well, I was a secretary at Chrysler for three years and a bon-bon wrapper at Russell's Sweets for two years."

Employer: "Tell me about your experience."

Job-seeker: "I am **interested** in being a secretary in your music shop. I have three years **experience** as a secretary at Chrysler. My **skills** include typing 60 words per minute--accurately, having a good telephone presence, knowing how to take dictation, and being **trained** in the use of all common office equipment. I am **able** to quickly learn new procedures, filing systems and so forth. My **education** includes a major in business prep in high school and an Associate of Arts degree from Yarmouth Business College. I am dedicate to order and efficiency. In fact, I'm a secretary even when it comes to my **hobby**. I have a collection of over 2,000 phonograph records that I have completely catalogued with cross-indexes between musicians, songs, and composers. My love for music and attention to order seem to be a natural extension of my **life experience**. You see, my father was a librarian and my mother a musician. I'm sure you will find my work for your company to be excellent."

There is quite a difference between the two preceding examples. Where the first response barely nudges at answering the question asked, the second response forcefully reckons with the question and the Employer's Expectations of SKILLS, etc. Yet, the impressive Interview response was not difficult to make. It is simply a matter of knowing what job is desired and, then, outlining various personal data toward that goal.

You have other lessons to complete before you make your impressive Interview responses. Right now, write the three main Employer Expectations.

Expectation One____

Expectation Two____

Expectation Three______________________________________

Compare your answers with the list on page three.

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Staff Training, Resource Materials,
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To Find Their Own Jobs.

EMPLOYER EXPECTATIONS QUIZ

Circle The answer you think most correct.

1.) Your job search can only be successful after answering these two questions:

A. Is this the unemployment line? How much will they give me?

B. Who has the want-ads section of the newspaper?
Okay, now who has the funnies?

C. What do I really want to do? What can I do well?

2.) An employer will look for certain clues to indicate that you are the right person for the job. These clues are:

A. "Elementary, my dear Watson."

B. Employer Expectations.

C. I haven't a clue.

3.) The first most important Employer Expectation concerns:

A. Appearance.

B. Attendance, Punctuality (Reliability, Dependability).

C. Skills (Abilities, Experience, etc.).

4.) Three aspects of Appearance that concern potential employers are:

A. Skills, Abilities, and Experience.

B. Personal Appearance, Manner, and Paperwork.

C. Attendance, Punctuality, and Reliability.

5.) Three factors that determine Personal Appearance are:

A. Education, Training, and Interests.

B. Skills, Abilities, and Experience.

C. Dress, Grooming, and Hygiene.

6.) The second most important Employer Expectation concerns:

A. Attendance, Punctuality, Reliability and Dependability.

B. Attendance.

C. Skills, Abilities, Experience, etc.

7.) Attendance and Punctuality refer to:

A. Being non-productive.

B. Being consistently absent or tardy.

C. Being at work everyday and on time.

8.) The third most important Employer Expectation concerns:

A. Attendance, Punctuality, Dependability, Reliability.

B. Skills, Abilities, Experience, Education, Training, Interests, Hobbies, Volunteer Work, Life Experience and Other Potential.

C. Appearance.

9.) Skills are:

A. The things that you can do, have done, or can learn to do better.

B. Personal Appearance, Manner, and Paperwork.

C. Of no concern to an employer.

10.) Abilities are:

A. Dress, Grooming, and Hygiene.

B. Of no interest to an employer.

C. Generalized Skills that can be transferred from doing one kind of job to performing another.

1.) C, page 1
2.) B, page 1
3.) A, page 3
4.) B, page 4
5.) C, page 4
6.) A, page 8
7.) C, pages 9,10
8.) B, page 15
9.) A, page 15
10.) C, page 18

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Job Information and Seeking Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Evaluation Sheet

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section? ____________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address). ____________________

____

3) What did you like or find useful about this section? ____________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better? ____________________

____

____

5) Do you feel, after reading this section, better prepared to find a job? __________

In what way? ____________________

____

If you are willing to send us your workbook, with any notes, improvements, or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name ____________________

Address ____________________ zip code __________

Age __________ Sex __________ Race __________

Circle last grade completed: 1 2 3 4 5 6 7 8 | high sch. 9 10 11 12 | college 13 14 15 16 | post grad. 17 18 19 20

Do you have any other special training? If so what kind? ____________________

Are you currently employed? yes____ no____

If not employed, how long have you been out work? ____________________

What kind of work are you looking for? ____________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

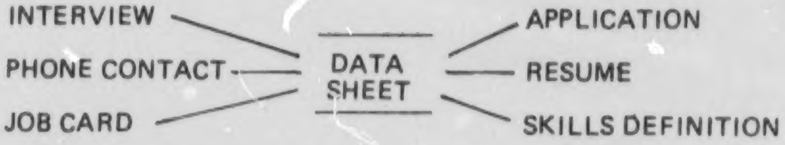
DATA SHEET

The client will learn how to gather the important facts about his/her skills and how to put these into the proper sequence. An accurate presentation will help the client secure the job that he or she is best qualified to fill.

GOALS AND OBJECTIVES

SETTING THE SIGHTS

The DATA SHEET is made up of small bits of information about each client's personal, work, and educational history. It's the main building block for the development of every element of the job search.



And as such, it should be linked to the other components of their job search as frequently as possible. The trainer should stress the importance of the clients' creating DATA SHEETS as a serious matter, yet also show it as an adventure that has some fun to it.

The trainer should be careful in explaining the requirements of each DATA SHEET: that they should be as accurate as possible, that perfection is the goal, though it's likely some problems will arise. The DATA SHEET is the first step the clients take to meet the EMPLOYERS' EXPECTATIONS, to organize the information and knowledge about themselves, and to prepare an application that will not "screen them out" before they are granted an interview.

Skills are defined as *"what a client can do right now."* The trainer should make sure that the clients can clearly define their skills. As a way to make the point, the trainer may wish to tell the clients that from surveys, it has been determined that 80% of the clients who participate in the job search have a severe problem in explaining their skills so that employers really know what the clients can do.

The trainer can assure clients that they have within themselves a knowledge of their skills. At the same time, they may not know how to look deeply inward and identify the functions they perform as skills. They may not know how to express these skills in meaningful terms that would elicit an employer's response. The trainer should seek to help clients identify skills and express them in positive, understandable terms. When clients know that skills can be translated into abilities and the skills and abilities are what the employer really pays for, they may be more willing to take the time necessary to develop this area fully.

Because completeness and accuracy in gathering information is vital, the trainer should impress clients with the fact that employers do expect job seekers to first express their skills and later perform those skills to the degree they have stated. For example, anyone who states he/she can type 60 words a minute will be expected to perform in that way.

The trainer should encourage each participant to do the following:

1. Expend the time and energy needed.
2. Perform quality work.
3. Buddy-up or group-up for support and help.
4. Gather all the information, no matter how inconvenient or difficult.
5. Help others.

The trainer will also want to monitor the group or individual so that the information meets the following standards:

1. It is correct and complete.
2. It does not give a negative impression.
3. It always stresses strengths and abilities.
4. It is relevant to the position sought.

The trainer can present the DATA SHEET as a motivational tool in itself because it can produce the following desired results:

1. Improve a client's self-image through better self-understanding.
2. Improve the opportunity for employment by being better prepared for the search than most other job seekers.
3. Decrease the number of rejections caused by incomplete or inconsistent information.

The DATA SHEET is the building block. It is also the cornerstone of the Job Search. The energy the clients expend in preparing accurate data from their gathering information will match the usefulness of the DATA SHEET. If clients turn out high quality work at this point, they can save themselves lots of time, embarrassment, and frustration in their Job Search.

PHYSICAL SET-UP AND EQUIPMENT

THE PLACE

An environmentally correct room is desirable: 70 to 76 F., acoustically sound, free from distractions. The trainer will wish to arrange chairs informally in groups of three to six so that clients won't feel as if they're in a classroom setting. Such an arrangement will spur better group interaction. Tables for the clients to write on, one table for each six people, are helpful. In lieu of tables, chairs with arm-rests or chairs and clipboards provided will suffice. The atmosphere should be cordial, yet business-like. Soft, comfortable furniture is advised.

If clients are using the workbook, the trainer will provide these, one for each client. If clients are relying totally on the trainer's presentation and help from one another, only note pads are needed. In either case, the trainer will provide a pencil with an eraser for each client.

For calling schools, previous employers, the Social Security Office, and so on, the group needs access to working telephones, one for every group of six people. Phone books are also needed, one set of White pages along with one set of Yellow pages, one set for every group of six people. The more phones the trainer can have available, the better. The trainer will find that they'll be used even more in later sessions.

Ideally the trainer should have a table for his supplies and resource material. On it he/she may place an easel, newsprint, and colored marking pens. A portable blackboard will work just as well.

The trainer needs to make available to clients the address and phone number of the local Social Security Office. He/she may wish to write these on the board before or during his verbal presentation.

TIME ALLOTTED, RELATION OF MATERIAL TO GROUP SIZE

HOW LONG DOES IT TAKE?

The trainer's presentation and the clients' work on the DATA SHEET can be done in one-to-one-and-a-half hours, if it's a seminar setting. (Individuals working alone with the workbook could also complete the section in the same amount of time, if they had immediate access to all the pertinent information.)

If clients do not have access to a phone and phone books to gather information, work on the DATA SHEET could conceivably go into a second day. An additional period of time will be needed by clients if they do not have a SOCIAL SECURITY NUMBER, a Work Permit, or other pertinent information. It's the clients' responsibility to obtain these.

Some trainers find 25 as the ideal size for group interaction, with 50 as a maximum number. Other might chose a group of 12 or 15, preferring to offer more individualized attention to clients. A small group of 6 to 8 people would provide other advantages. For example, instead of having one volunteer prepare a DATA SHEET in front of the group, each client could prepare a personal one. Greater, more involved group participation and interaction would offer other advantages. In smaller groups, another gain could result: the breaking down of the barriers of indifference, reticence, and concern about the past, thus contributing to each client's more positive self-image.

As the trainer will find in the VERBAL INSTRUCTIONS SECTION, the material will need to be modified to fit class size and make-up. He/she may change methods and techniques as well as degree of group involvement. Whenever possible, it's desirable to assemble a hetero-geneous group, because of the potential for greater success. (An attempt was made to achieve diversity in age, sex, race, marital status, education, occupation, etc., by artificial means one time.) Some trainers might wish to consider a heterogeneous group, if a strictly homogenous group did work well and function in the desired way.

VERBAL INSTRUCTIONS

HOW THE TRAINER LAUNCHES THE DATA SHEET

Again the trainer has options, yet the clients are required to complete all the writing, the practice sheet sections, and the exercises in the workbook. The trainer must make this clear. As he/she makes the presentation, he/she will direct clients to the proper pages and sections to be filled out. If the clients are not using a workbook, the trainer will find that the giving of concrete and systematic directions will play a more important role. In either case, it will be necessary to arrange time to discuss and resolve problems. A third alternative is a combination of the two. As the trainer becomes more proficient and wishes to work within the framework of a freer, more fluid style, he/she should do so. A relaxed and more casual approach to the material, even though it is serious business, will set the tone for more client response.

The following information will aid the trainer as he/she directs clients through the parts that make up the DATA SHEET.

1. The trainer introduces himself/herself, giving a bit of background too. Then he/she asks each client to do the same. Such an exercise serves as a good ice-breaker. If the trainer wants to inject a little physical contact into the exercise, he/she asks clients to get up and shake hands with two others in the group.

2. **Expectations** is a word that needs emphasis throughout the entire presentation. The trainer relates employers EXPECTATIONS, linking them to the DATA SHEET. Then he/she may ask clients, "What are your expectations of the DATA SHEET? What do you expect to get?" He/she may then say, "I have expectations that you talk to one another and offer constructive help," "I have expectations that you do the best job you can," "I have expectations that you finish." And so on.

3. The trainer may state his goals. Then he/she may ask clients to state theirs, asking, "What are you looking for? What do you expect to achieve in this session?"

4. Then the trainer may summarize the material the client will be expected to provide. Again the trainer needs to point out that the information will be highly personalized and individualistic. No two clients will come up with identical DATA SHEETS.

A. The session will last from an hour to an hour-and-a-half.

B. As there will be lots of written changes made, the client should use a pencil with a good eraser.

C. A client can use abbreviations, but only if there is not enough space to print the entire answer.

D. Information the client will provide for the DATA SHEET can be grouped under four headings:

- (1) Name, address, phone number
- (2) Physical identity (height, weight, age)
- (3) Educational history
- (4) Work history

E. The trainer needs to stress that there will be critical areas to conquer, but also to assure clients that they can be overcome and need not linger as a source of frustration. The areas that seem to present the most challenge for a good, comfortable answer are as follows:

- (1) Experience
- (2) References
- (3) Health
- (4) Poor work history

F. Because the clients will have to supply dates in several places on the DATA SHEET, especially education and work history, they should be consistent. Dates are expressed in months and years in the work history, such as "Work as an auto mechanic three years, six months." In the education history, it's the month and the year, such as "Littleville High, 10-77 to 6-80."

G. Phone books have been provided to obtain references. The clients may refer to them for addresses, as well as for numbers that may be needed for DATA SHEET completion.

H. Phones have been provided, too. Clients may use them at the close of the session to make calls and get information.

I. Before progressing any further, the trainer should make sure that each client can express in words the desired job title. If any client cannot, the trainer should redirect him/her to the CAREER ASSESSMENT SEMINAR or a vocational counselor.

4. As a lead in, the trainer may ask, "How many have filled out an application?" Again the trainer stresses the value of the DATA SHEET in developing a nearly perfect application.

5. The trainer needs to explain in detail all parts of the DATA SHEET. He/she should become aware of the problem areas ahead of time so that questions can be anticipated , objections recognized, and consternation alleviated. In addition, the trainer should monitor the clients as they work through the material, looking especially for those who will begin, but not want to finish, those who will seek to jump ahead of the group, and those who seek to finish in a hurry while sacrificing quality.

A DATA SHEET DIVIDED FOR DETAIL

The trainer needs to be prepared for questions about each point. In order for him/her to become familiar with the kinds of common concerns of clients, some are listed below. The workbook provides rather detailed explanations as to the reasons behind the suggested answers. The trainer should avail himeself/herself of this aid unless he/she is highly skilled in leading job search seminars and until he/she is able to answer in a free and easy manner. As the questions arise, the trainer may also rely on in-put from the group. However, the trainer should not allow the group to decide on individual answers. Each client's answer becomes his/her own responsibility.

If the area is particularly difficult to handle, the trainer may wish to do some additional research. A bibliography of suggested aids is provided elsewhere in this manual.

The following information will aid the trainer as he/she guides clients through the parts that make up the DATA SHEET. Clients may work individually on their sheets or the trainer may ask for one or more volunteers to work through a sample in front of the group.

PHYSICAL IDENTITY

A. Name: *Last name first? Nicknames? Upper case letters?*

B. Address: *Whole address? Do I put "city" or "Indianapolis?" Do I need to know township and county?*

C. Phone: *What if I don't have a phone? Do I need the Area Code? Can I put friends' or relatives' numbers if they agree to take a message for me?*

D. Date of birth: *Is this required on all applications? Do I have to put my correct age? Can an employer refuse to hire me just because of my age?*

E. Social Security Number: *How do I get one? Will I always have the same number? Should I memorize the number?*

F. Height, weight, eye color, hair color: *Will all applications require this information? Will some jobs have height or weight restrictions? What about wigs?*

G. Marital status: *Do I put engaged, separated, divorced? Do I put my spouse's name? What are the best answers?*

H. Place of birth: *Do I need city and state? What if it's a foreign country? Do I need a birth certificate?*

EDUCATIONAL HISTORY

I. Clients should have information about the following schools:

(1) primary
(2) secondary
(3) high
(4) college
(5) other, and/or G.E.D.

Information needed about each of the above pertaining to the clients' education will be:

(1) name, city and state
(2) dates attended (from – to)
(3) field of study
(4) title of special courses
(5) major or minor subjects
(6) hours completed (semester or quarter)
(7) certificates or degrees

If the clients do not have the above information, the schools involved should be contacted for the data, or if this is not possible, the clients should estimate as close as possible.

WORK HISTORY

J. Clients should be able to furnish information about their work experiences such as: name and location of employment; dates employed (from – to): kind of business; exact title of position; full- or part-time with number of hours per week; starting salary; final salary; specific duties; machines and equipment used; responsibilities; number of people who supervised; name of immediate supervisor; reason for leaving.

Skills, abilities, and experience are determined in this section. The above information should be stated for each job held, beginning with the most recent. If there are job gaps, termination or any other possible negative statements, the client should discuss them with the trainer and develop positive DATA SHEET information.

K. Position desired: Clients should be specific, such as "file clerk," "bookkeeper," or "receptionist," instead of just "office work."

L. Special Skills: In this section, the clients might list such things as hobbies that are related to the job desired, or qualities that might be unique to the client.

M. Date available to start work: Clients should take into account possible trips or other necessary preparation that might delay immediate acceptance of the job offer.

N. Hours available for work and days available for work: The clients should consider personal life-style, family responsibilities, and own ability to adjust to a new schedule.

O. Workman's Compensation: Clients should be able to answer as to whether they have ever received Workman's Compensation and whether or not the injury received is still causing problems. The clients should especially be able to differentiate between Workman's Compensation and Unemployment Compensation.

P. Military Experience: The clients should be able to give the following information regarding military experience:

(1) branch of service
(2) enlistment date
(3) discharge date
(4) rank at discharge
(5) type of discharge
(6) military job title
(7) specific duties
(8) machines and equipment used
(9) responsibilities
(10) number of people who supervised
(11) name of supervisor
(12) training received

Q. Visa Number: Clients who are not citizens of the United States should be able to record this number.

R. Doctor's name and date of last physical examination: Clients should verify information through phone contact.

S. Professional organizations to which client belongs: Clients should include societies, clubs, and unions.

T. Volunteer activities: Clients should list organization, responsibilities, duties, machines used, training, dates (from — to).

U. In case of emergency: Clients should determine a name, home and/or work phone numbers, and relationship of person(s) listed.

V. References: Clients should list names, addresses, phone number(s), and relationship of THREE references.

X. Salary range: If in doubt, clients may contact Employment Security Office for a range of salaries applicable to the desired position.

6. If the trainer asks for one or more volunteers to come to the front, one at a time, and work through sections of the DATA SHEET, he/she may offer suggestions to the volunteer(s) and will encourage those still seated to contribute positive suggestions also.

7. If time is at a premium, clients who are seated may work simultaneously on their own DATA SHEETS, asking one another for help and suggestions. The trainer should encourage questions from all.

8. The trainer will wish to circulate around the group, asking to help with problem areas.

9. Use of the phone and phone books should also be encouraged.

ROLE OF THE FACILITATOR OR TRAINER

The following are specific suggestions for the trainer:

1. Read and become familiar with the EMPLOYERS' EXPECTATIONS SECTION of the *MANUAL*.
2. Read the APPLICATIONS SECTION of the *MANUAL*.
3. Circulate around the room during the DATA SHEET session to assess problem areas.
4. Attempt to create the impression of continual presence while allowing the clients to gather information on own and with help from each other.
5. Help clients create information.
6. Help clients create organization of that information.
7. Create a relaxed atmosphere, one that shows the relevance of the data gathering while at the same time being pleasant and enjoyable.
8. Impress on all clients that the responsibility is their own, not the trainers', for filling in all the asked for information.
9. Assure clients that there are no wrong answers, and that no answers will be "graded" or "marked down," but that some information is inappropriate and irrelevant to their job search. If there is inaccurate information, the responsibility is the client's to correct the information and enter it in the proper place on the form.
10. All information is to be filled in as requested.
11. Seek to be a role model, exhibiting qualities the clients might acquire as they progress through the job search, such as punctuality, dependability, reliability, and organization.
12. Gain a thorough knowledge of the materials being presented in order to link the sections one to the other as well as make each component relevant.
13. Show clients that perfection is being sought.
14. Seek to be positive and encouraging while at the same time not presenting "road blocks" or statements that will serve as "red flags" to the clients.

15. Look for continuity in work experience(s) and seek to help client determine reasons for any gaps and develop responses for any other problem areas that may develop.
16. Insist on completeness as a way to develop a more solid interview technique, as a way to meet EMPLOYERS EXPECTATIONS, as a way to make the APPLICATION, JOB CARD, or RESUME more comfortable to work with.
17. Link the DATA SHEET to the previous section, EMPLOYERS EXPECTATIONS, as well as upcoming sections on APPLICATIONS and THE INTERVIEW.
18. Encourage clients to read and check out each other's DATA SHEETS.
19. Seek to spend necessary amount of time individually with each client having trouble, or find someone within the group who can help.
20. Assure clients that trainers are to be used as reference materials, and that the use of the group will augment the instructor's ideas.
21. Seek to re-direct those clients who are unsure of their Job Choice or Position Desired to the CAREER ASSESSMENT SECTION.

CLOSING THE SESSION

PARTING REMARKS

Completing the DATA SHEET is vital—the most important step the clients can take before they begin other paper work. Although a good bit of time is allowed for the actual completion, some clients will have to gather some information at a later time and perhaps ponder some of their answers. When clients are not comfortable with answers, they should change them to be accurate, natural, and positive.

Any information, any work not done on the DATA SHEET becomes the clients' assignment. If there remain questionable areas, clients may seek out the help of the trainer in an informal setting.

The trainer needs to reinforce the significance of accurate data, again stressing the uniqueness of each client's information. Framing their answers in the way the trainer has indicated will help present clients in the most favorable way. The information then is ready made, tailored for the clients' work on the APPLICATION SECTION. The completed DATA SHEET will serve as a pre-requisite for the APPLICATION.

The trainer should make it clear that the DATA SHEET is not to be turned in as in a classroom fashion. Therefore it won't be graded or marked with a red pencil. But the client will not be allowed to begin work on the APPLICATION, or other paper work, until the DATA SHEET is complete, with the highest quality possible evident. When clients realize that completing the DATA SHEET is their responsibility, when the DATA SHEET has been checked by the trainer and assessed as complete and accurate, then the assignment is complete.

All too often, a job-seeker will rely on memory rather than "really use his or her head". Many job searches break down because of too much reliance on memory. At least, it is a waste of time to try to fill out Application forms from memory. At most, it is impossible. Responses to Interview questions are not likely to be organized, accurate and complete if one trusts to memory alone. Each time a job-seeker pauses long to remember, may be cause for a potential employer to say, "Forget it."

You will be "using your head" wisely, if you **write down everything important to your job search**, rather than rely on your memory. Much of your success will depend on how actively you carry out your search. If you are active, you will not long remember the many employers' names, addresses and phone numbers unless you write them down. There will be little use for arranging Interviews if you fail to attend because you have forgotten the date and time. Write down all the information important to your contact with potential employers.

Just as essential, you will want to write down all the information about yourself that most employers will require. You cannot assume that because this information is personal, it will be easily recalled. You may be required to state the phone numbers and addresses of your references, the names of your former supervisors, the zip codes of the schools you attended, and so forth. You may remember even these answers, but there will be many questions during your job search that won't be easily answered from memory.

You will want to make a Data Sheet to collect and organize your personal information. This simple tool is basic to all elements of job-seeking.

Data Sheet

The Data Sheet is an organized collection of information that employers will want to know about you. This information includes your name, physical identity, educational history, work history, etc. With your own complete DATA SHEET, you will be able to meet many of the expectations employers have of those people approaching them for jobs.

Remember the three major expectations employers have? Write them here:

1.) ______________________________

2.) ______________________________

3.) ______________________________

After you complete this chapter, you will have made your own DATA SHEET and learned how to use this basic tool in your job search. Your DATA SHEET will help you meet the major Employer Expectations in the following ways:

Expectation 1: APPEARANCE
All the paperwork you make for your job hunt should be neat, accurate and complete. Since your DATA SHEET is the basic building block from which other tools will evolve, the care you put into it will help insure a Good Appearance for all your paperwork.

Expectation 2: ATTENDANCE and PUNCTUALITY
(Dependability, Reliability)
By having handy the correct and complete information an employer requires, you will show that you are prepared and Dependable.

Expectation 3: SKILLS
(Experience, Abilities and Good Qualities)

In your DATA SHEET you will have an organized list of those things you have done and can do. With your DATA SHEET, you will be able to inform a potential employer why you **know** you can do the job you want. Only the top 20% of all job applicants can do this.

In following chapters you will be learning to make and use other "tools" for your job search. These include the Application, Job Card, Resume, Telephone Contact and Interview Technique. Each will have much of its basis in the information you gather for your personal DATA SHEET. In order to save time and effort in performing future exercises, you will want to take special care in making your DATA SHEET. Being accurate and complete here, will enable you to succeed with things to come--including your job search.

MAKING YOUR DATA SHEET

Before you begin assembling your DATA SHEET, you should find a place where you can work without distractions. You should have handy any personal records, papers, address books, etc. you may have saved over the years. You should have access to a telephone; you may need it for gathering some of your data. Both the YELLOW and WHITE PAGES of the phone book will be useful. You are advised to use a pencil with an eraser for writing your data this first time. When you have the place and supplies recommended, you may continue.

A lot of personal information will be required of you throughout your job search. Some employers may ask for different bits of information than others will ask. Yet, most of the information required during your job search will be of common interest to every employer you contact. The following list outlines the general areas of personal data that are of basic concern to employers:

Name
Social Security Number
Present Address
Previous Address
Telephone Number
Physical Characteristics
Date and Place of Birth

Citizenship
In Case of Emergency
Marital Status
Physician
Education and Formal Training
Position Desired
Date, Hours and Days Available
Work Experience
Military Status
Volunteer Acitivities
Certification, Registration and License
Professional Organizations
Special Skills, Abilities, Experience and Training
References

Your DATA SHEET will attend to these areas if you are careful to be complete and accurate as you work in this chapter. Print your personal data in the spaces provided. Whenever an item does not pertain to you, put a dash (--) in the appropriate blank. READ AND FOLLOW ALL INSTRUCTIONS!

1. Print: complete Name:

____
(first) (middle initial) (last)

2. Print: Social Security Number _______ - ___ - _______

Be positive the number you give is correct. If you don't have one, apply now at the nearest Social Security Office or your local Post Office.

3. Print: A. Present Address:

____
(street address/RFD & box no.)

____
(city) (state) (zip)

____
(county) (township)

The County and Township will not usually be required during your job search. However, it is best to have this information rather than not know. Your address gives the employer an idea as to whether transportation will be any problem for you in getting to work.

B. How long have you lived at this address?____________

This will give the employer some indication of your stability and Reliability.

4. Print: A. Previous Address:

____
(street address/RFD & box no.)

____
(city) (state) (zip)

B. How long did you live at this address?____________

If the time indicated in your answer to 3B was short, this question may allow you to express your stability.

5. Print: Telephone Number ____________________(home)
area code-number
Telephone Number ____________________(work)
area code-number
Telephone Number ____________________(other)
area code-number
Telephone Number ____________________(other)
area code-number

If you do not have a home Telephone, you should list the number of a reliable friend or relative who will take your messages. Be sure this person knows that you will be receiving calls from employers. It is wise to list two numbers so that an employer will be able to get word to you even when one phone is unanswered.

6. Print:

Weight ____________lbs.
Height _____ft. _____in.
Hair Color ____________
Eye Color ____________

Just as some jobs require strength or reaching abilities, others may have Height and/or Weight restrictions.

7. **Print:**

Date of Birth: ________ (day) ________ (month) ________ (year)

Place of Birth: ____________________ (city) (state)

This is required on some Applications, not all. The instructions may have you write the day first or the month first. This is no place for vanity, so give your correct age. It is illegal for an employer to discriminate against you because of age. However, an employee can be dismissed for giving false answers on an Application.

8. **Print:** Are you a Citizen of the United States? ______________

If No, list your Visa Number ______________________________

Type of Visa ______________________________

9. **Print:** In Case of an Emergency, Who should be Notified?

Name ____

Relationship ______________________________________

Home Address _____________________________________

______________________________ Phone Number ____________

Work Address _____________________________________

______________________________ Phone Number ____________

10. **Print:** Marital Status ______________________________

Answer either Married or Single. Do not write Engaged, Separated or Divorced.

DATA SHEET 6

11. Print:

The Name of your Physician ______________________

Date of your most Recent Physical Examination ______________
(month) (year)

This information is required on some Applications, not all. If you don't remember the date of your last Examination, phone the doctor's office. Many employers will require a recent Physical Examination of a new employee.

12. Education And Formal Training

Before you begin outlining your own Education And Formal Training, read the following example and the list of instructions. Let these serve as guides as you assemble your own data.

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Primary	ROACHDALE ELEMENTARY P.O. BOX 100 ROACHDALE, IN. 46172	9	56	5	62	✓	–	GENERAL	—	DIPLOMA	3.5 (4 pt. SCALE)
Junior High	FILLMORE JR. HIGH 100 S. MAIN St. FILLMORE, IN. 46128	9	62	5	64	✓	–	GENERAL	—	DIPLOMA	3.6 (4 pt. SCALE)
Senior High	SOUTH PUTNAM COMMUNITY GREENCASTLE, IN. 46135	9	64	5	68	✓	–	major: COLLEGE PREP. minor: ART	—	DIPLOMA	3.2 (4 pt. SCALE)
College	OLIVET NAZARENE P.O. BOX 666 KANKAKEE, IL. 60901	9	69	1	70	✓	–	major: SPEECH minor: ART	50 Semester hours	—	3.2 (4 pt. SCALE)
Other	INDIANA STATE UNIVERSITY TERRE HAUTE, IN. 47809	6	74	5	76	✓	–	major: BROADCASTING minor: —	—	B.S., BROADCASTING	3.96 (4 pt. SCALE)
Other	20/20 OPTICS, INC. 1800 N. 7th St LINCOLN, NE. 68504	1	79	10	80	✓	–	major: APPRENTICE OPTICIAN minor: —	—	CERTIFICATE OF COMPLETION	—
GED	Date Received: —							Location: —			

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 [✓ 16] 16+

School: This column has already indicated the common types of schools you may have attended. Note that two blanks are marked "Other". These blanks allow for including any technical schools, business colleges, correspondence schools, on-the-job training programs, or other colleges and universities you attended.

Name of School and Complete Address: In this column, include the street address, city, state, and zip code after each school's name.

From and To: State the numbers for the month and year you started and the month and year you finished your studies at each school.

Full-Time and Part-Time: Place a check-mark in the space that best describes your schedule with each school attended.

Fields of Study and Special Courses: Your Courses of Study during primary and junior high schools may be listed as "General". Your Course of Study during high school may have been General, Business, Trades, College Preparatory, etc. In the College and Other categories, state your major (and minor, if applicable) Courses of Study or Training.

Number of Hours Completed: Include this data only for courses not successfully completed. Give the number of hours; months, years, semesters, semester hours, or quarter hours completed at the time of leaving a particular school.

Diploma or Degree: If you graduated primary and junior high schools, indicate that you received a Diploma for each (although many of these schools do not award actual Diplomas to successful graduates). Claim your Diploma if you graduated high school. List the type of Degree and Field of Study in which your Degree was earned if you are a college graduate (example: B.S., Sociology). Name any Degree, Diploma, Certificate, License or Award received for successful completion of other Study or Training.

Grade Point Average: Your G.P.A. represents your average score for all the courses you took in a particular school. Be sure to include the point-system base number when you print your G.P.A. (example: 3.0 on a 4-point system). You should call or write each school that you attended and ask for this data if you have no record in your personal files.

GED: If you have a GED, print the date you received it, then follow with the name of the institution where you earned your GED, the street address, the city, state and zip code.

DATA SHEET 8

Circle Highest Grade Completed: Indicate the number of the last full year of school you successfully completed. For example, a job-seeker who dropped out of high school in the middle of the senior year should circle number 11--the last full year completed.

Put a dash in each unused space of your form. Print your complete data in this Education and Formal Training form:

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Primary											
Junior High											
Senior High								major: minor:			
College								major: minor:			
Other								major: minor:			
Other								major: minor:			
GED	Date Received:							Location:			

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

13. Position Desired

You should have a good sense of what you really want to do and can do well before you list the Position Desired. This bit of data will direct the way in which an employer will evaluate all the rest of your data. Still more important, this data will provide the direction of your job search.

If you accept a position that is not what you want to do or that you cannot do well, you will stick with it and be miserable or soon begin a new job search. You will be able to find jobs again and again with the knowledge you will learn from this book. However, it is best to begin in the right direction now. Speak with a vocational counselor, if possible. Take some interest tests. Explore your options. Find out what vocation and career matches your need and ability.

Whether you have access to counselors and tests, or not, the questions you should consider long and carefully are: **"What do I want to do?"** and **"What can I do well?"**

When you know what you want to do, **print** the title of that position and the next position you prefer in the space provided. Try to be specific. (For example: "Filing Clerk" or "Bookkeeper" or "Receptionist" instead of "Office Work".)

Position Desired: 1)________________________________

2)________________________________

14. **Print:** Date Available to Start Work____________________

Give this some thought. You don't want to begin a job one week if you have been planning for months to visit friends in Oregon on the week that follows.

Print: Hours Available for Work______________________

Days Available for Work______________________

Consider your lifestyle, your family and your own ability to adjust to a schedule different from the one you are used to keeping. The best response is: "All Shifts". Be flexible; keep options open. You can always refuse the job offer later.

15. **Work Experience**

The Work Experience section is one of the most important parts of your DATA SHEET. It is from this section that you will come to know **exactly** the many Skills, Abilities and Experiences you have. The more clearly you define your Skills, etc., the better you will be in showing an employer how you can meet a major expectation he or she has.

You will want to take extra care in preparing this portion of your DATA SHEET. The rest of the work you do in this book and your job search will depend heavily on your Work Experience. (However, you will be learning ways in which to emphasize your other qualifications if you don't have much Work Experience.) It is essential to list accurate and complete information here. You may call a former employer and ask for the data you need if you have any difficulty remembering. You should estimate only as a last resort.

Due to the importance of this data, you will be assembling your Work Experience one segment at a time. You will be given space to print data for as many as four jobs you have had. List the four most recent positions if you have had more than four. List as many jobs as you have had if less than four. Always give the data for your most recent job first. Then include the data for the job before that, and so on... You will be listing your work history in reverse order.

The first segments of your Work Experience are concerned with former employers and your relationships with them. Read this example.

Name of Business or Organization 20/20 OPTICS, INC.

Location 1800 N. 7th St. LINCOLN
(street address) (city)

NEBRASKA 68504 Telephone Number (402) 555-5555
(state) (zip code)

Kind of Business or Organization MANUFACTURER OF PRESCRIPTION EYEWEAR

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Full-Time? YES Part-Time? — Number of Hours Per Week 40

Starting Salary \$4.00 per hour Final Salary \$5.50 per hour

Print your data in the following forms. You may have to dig through your personal records, thumb through the phone book, or call directory assistance to be accurate and complete here. Remember to start with your last job and work backward. Practice being neat.

DATA SHEET 11

JOB 1

Name of Business or Organization ______________________________

Location ____
(street address) (city)

______________________ Telephone Number ________________
(state) (zip code)

Kind of Business or Organization ______________________________

Exact Title of Position ______________________________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Starting Salary ______________ Final Salary ____________________

JOB 2

Name of Business or Organization ______________________________

Location ____
(street address) (city)

______________________ Telephone Number ________________
(state) (zip code)

Kind of Business or Organization ______________________________

Exact Title of Position ______________________________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Starting Salary ______________ Final Salary ____________________

DATA SHEET 12

JOB 3

Name of Business or Organization ____________________

Location ____________________
(street address) (city)

____________________ Telephone Number ____________________
(state) (zip code)

Kind of Business or Organization ____________________

Exact Title of Position ____________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Starting Salary ____________ Final Salary ____________

JOB 4

Name of Business or Organization ____________________

Location ____________________
(street address) (city)

____________________ Telephone Number ____________________
(state) (zip code)

Kind of Business or Organization ____________________

Exact Title of Position ____________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Starting Salary ____________ Final Salary ____________

DATA SHEET 13

The next segments of your Work Experience are concerned with the lengths of time you were employed in each position.

Notice the following examples.

JOB 1 Employed From 1/79 To PRESENT
(mo./yr.) (mo./yr.)

JOB 2 Employed From 5/78 To 1/79
(mo./yr.) (mo./yr.)

JOB 3 Employed From 3/71 To 4/74
(mo./yr.) (mo./yr.)

JOB 4 Employed From 2/70 To 10/70
(mo./yr.) (mo./yr.)

In this example, notice that no time was lost between leaving JOB 2 and beginning JOB 1. The job-seeker who filled out these blanks left the previous job and began the present position in January, 1979.

Notice there is a difference of four years between leaving JOB 3 and beginning JOB 2 (April, 1974 - May, 1978). This would be a very large "job gap" if not explained. However, the job-seeker in the example spent these four years in college. There is no gap since this time difference will be explained elsewhere in the Data Sheet, Application, Resume and Interview.

Notice that there is a difference of at least five months between leaving JOB 4 and starting JOB 3 (October, 1970 - March, 1971). If left unexplained, this five month period will be seen by an employer as being a "job gap". An employer tends to be suspicious of "job gaps". When no reason is given, an employer can only guess why the job-seeker remained unemployed for so long. It is only human if the employer guesses the worst. Any "job gap" will suggest something less than meeting the Employer's Expectations, at least.

Any unexplained period **three months or longer** between jobs is a "job gap". Such gaps should be mended. There are three basic ways to mend job gaps. They are: "Stretching", "The Good Excuse", and "The Blank".

In "Stretching", the job-seeker from the example could cover a job gap by adding a month or two of employment to either the job left or the job started, or both.

Note these examples:

Original Example (5 month job gap)

JOB 3 Employed From 3/71 (mo./yr.) To 4/74 (mo./yr.)

JOB 4 Employed From 2/70 (mo./yr.) To 10/70 (mo./yr.)

"Stretched Example" (2 month difference, no job gap)

JOB 3 Employed From 2/71 (mo./yr.) To 4/74 (mo./yr.)

JOB 4 Employed From 2/70 (mo./yr.) To 12/70 (mo./yr.)

"The Good Excuse" includes worthwhile activities that cannot be accomplished while working elsewhere full-time. The job-seeker from the example may have done babysitting, yardwork, house painting, snow shoveling, etc. during the five months in question--Self-Employment. The job-seeker may have hitch-hiked all across the country--Travel. The job-seeker may have enrolled for a semester of photography at a local technical college--School. Whatever "The Good Excuse" might be, it should be included in the Data Sheet to explain a potential job gap. List the excuse as being the Reason for Leaving the job held before the gap.

Here are some examples:

Reason for Leaving BECAME SELF-EMPLOYED

Reason for Leaving BEGAN LONG-PLANNED TOUR OF THE U.S.

Reason for Leaving ENROLLED IN SCHOOL FULL-TIME

"The Blank" method refers to leaving out the data that would indicate a job gap. This method is best used when a job gap is six months or longer. Whenever "The Blank" method is used in a Data Sheet and Application, the job-seeker should be prepared to discuss the subject in an Interview. An example of how to apply "The Blank" is shown on the next page.

DATA SHEET 15

JOB 3 Employed From 3/71 To 4/74
(mo./yr.) (mo./yr.)

JOB 4 Employed From ________ To ________
(mo./yr.) (mo./yr.)

(All other data for JOB 4 would still be listed.)

Print your data in the following forms. You should check for gaps **three months or longer**. If you have any job gaps, consider how you will mend them. You should mend them here if you choose the "Stretching" or "The Blank" methods. You should mend gaps in the Reason for Leaving segments if you choose "The Good Excuse". This is one of the few instances in which accuracy can be improved.

JOB 1

Name of Business or Organization ____________________

Employed From ____________ To ____________

JOB 2

Name of Business or Organization ____________________

Employed From ____________ To ____________

JOB 3

Name of Business or Organization ____________________

Employed From ____________ To ____________

JOB 4

Name of Business or Organization ____________________

Employed From ____________ To ____________

DATA SHEET 16

The next segments of your Work Expereince will be an outline of all your Specific Duties from past positions. An employer will assume you can do certain tasks depending on what you have already done. You need to be able to tell an employer everything you have done in detail.

Read this example:

JOB 1

Name of Business or Organization 20/20 OPTICS, INC.

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Specific Duties in Detail I PERFORMED ALL PRESCRIPTION FASHION-TINTING AND EDGE-COATING OF PLASTIC RESIN LENSES. I SAFETY TEMPERED AND TESTED ALL CROWN AND PHOTOCHROMIC GLASS LENSES PRODUCED. I DID ALL FASHION ENGRAVING OF PLASTIC RESIN LENSES AND TEMPLE PRINTS. I ALSO EDGED AND SAFETY-BEVELED BOTH GLASS AND PLASTIC PRESCRIPTION LENSES.

It may take some time before you can remember all of your Duties from past jobs--especially the early ones. You may have to close your eyes, relax and imagine your way through an average workday. Try to remember everything you did in one day, from the time you entered the door till the time you left.

Print your Specific Duties in the forms provided. Keep your mind open to this subject even after you have completed this exercise. If you remember other duties later, add them to your list. You may use the special words and terms ("jargon") of each trade if you recall them and if they are likely to be understood by the employers you will be contacting.

JOB 1

Name of Business or Organization ____________________

Exact Title of Position ____________________

Specific Duties in Detail ____________________

____

____

____

DATA SHEET 17

JOB 2

Name of Business or Organization________________________________

Exact Title of Position____

Specific Duties in Detail_______________________________________

____

____

____

JOB 3

Name of Business or Organization________________________________

Exact Title of Position____

Specific Duties in Detail_______________________________________

____

____

____

JOB 4

Name of Business or Organization________________________________

Exact Title of Position____

Specific Duties in Detail_______________________________________

____

____

____

DATA SHEET 18

Every job requires the use of some "tools of the trade". Tools aren't just the things made of wood, steel and plastic like hammers, screwdrivers and saws. A tool is anything used to perform work.

An employer will be interested in knowing what tools you have used in former jobs. This information not only tells what tools you can use now, but also suggests the kinds of similar tools you can easily learn to use. In all, this data can represent a savings of training time and money to a potential employer.

Note this example:

JOB 1

Name of Business or Organization 20/20 OPTICS, INC.

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Machines, Tools and Equipment You Used BPI TINTING UNIT,
GRADIENT TINTING UNIT, CHEMICAL TEMPERING OVENS, HEAT TEMPERING OVEN, LENS TEMPER TEST MACHINE, TRACER ENGRAVOGRAPH, TEXTRON DIAMOND EDGE BEVELLER.

You already have a fairly complete list of the duties you performed. Try to remember every tool you used to accomplish those tasks. Again, you may use the technical terms if they will have meaning for the employers you will be contacting. The technical terms will add to the "professionalism" of your data if they apply to the job you are presently seeking. You should add to this list other tools you may remember later.

Print your data in the following forms:

JOB 1

Name of Business or Organization ____________________

Exact Title of Position ____________________

Machines, Tools and Equipment You Used ____________________

____

____

DATA SHEET 19

JOB 2

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Machines, Tools and Equipment You Used ______________________________

____

____

JOB 3

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Machines, Tools and Equipment You Used ______________________________

____

____

JOB 4

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Machines, Tools and Equipment You Used ______________________________

____

____

The Specific Duties and Tools segments of your Work Experience relate to your Skills, Abilities and Experience. You may also use your Work Experience to emphasize your Dependability and Reliability. You should figure out all the Responsibilities you have had in former positions. Try to remember any extra duties, anytime you supervised or were in charge of something. Perhaps you trained a new worker, performed preventive maintenance, collected the cash receipts. Perhaps, you

DATA SHEET 20

opened the shop, took care of the break area, ordered parts, etc. Anything for which you were responsible is important. Each Responsibility you list will further prove to an employer that you are Dependable and the right person for the job.

Read the following example. Print your data in the forms provided. Due to the importance of your complete Work Experience, be sure to come back and add Responsibilities that you may recall later.

JOB 1

Name of Business or Organization 20/20 OPTICS, INC.

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Responsibilities I was responsible for testing lenses to insure each met F.T.C. standards for safety. I maintained official records of lens tests. I was responsible for producing promotional brochures on available fashion engraving designs. I was also in charge of maintaining a complete stock of tinting dyes.

JOB 1

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Responsibilities ______________________________

____

____

JOB 2

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Responsibilities ______________________________

____

____

DATA SHEET 21

JOB 3

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Responsibilities ______________________________

____

____

JOB 4

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Responsibilities ______________________________

____

____

The final segments of your Work Experience deal with your Reasons for Leaving each former job. You should always be mindful of how you word responses. Negative information here may cause an employer to doubt your value as an employee--even if you have outstanding Skills, etc.

NEVER state your Reason for Leaving a past position with any of these or similar **negative** phrases:

I quit.
I was fired.
I was terminated.
I was dismissed.
The work was too hard.
The pay was too low.
The job was too dirty.
I had problems with the boss.
I had problems with co-workers.
I was injured.
I was laid-off.
I was arrested.

Whatever Reason for Leaving any job might have been, you should have only **positive** responses on your DATA SHEET. The following list may serve as a guide to your Reason for Leaving each position.

DATA SHEET 22

I desired a more challenging position.
I wanted a position with more responsibility.
I wanted work that was more career-oriented.
There was a general lay-off in the plant.
The work was seasonal.
I enrolled in school as a full-time student.
I began a long-planned tour of the country.
I began self-employment.
I took time off to determine the job I really want, relative to what I can do well.
I had an option for a better job.
I wanted a job in which I could be more productive.
I wanted a job in which I could use my best skills.
I preferred a better work environment.
I made a long-planned move to this area (state, city, etc.).
I wanted a job in which I could learn useful skills.
I desired a full-time position (if job left was part-time).
I desire a career-oriented position in (the field of work for which you are applying).

Read the following example. Afterward, print your data in the forms provided. If you have a job gap you wish to mend with "The Good Excuse", mend it here.

JOB 1

Name of Business or Organization 20/20 OPTICS, INC.

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Reason for Leaving I desired a career-oriented position in Graphic Arts.

JOB 1

Name of Business or Organization ____________________

Exact Title of Position ____________________

Reason for Leaving ____________________

DATA SHEET 23

JOB 2

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Reason for Leaving ______________________________

JOB 3

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Reason for Leaving ______________________________

JOB 4

Name of Business or Organization ______________________________

Exact Title of Position ______________________________

Reason for Leaving ______________________________

You should check the flow of your Reasons for Leaving. Start at the bottom of your list. Determine if the Reason for Leaving **JOB 4** supports your having taken **JOB 3.** See if the Reason for Leaving **JOB 3** supports your having accepted **JOB 2**, and so on. Finally, the reason you left your last job should support your present job search. Be certain everything implies a **postive** message.

Now that you have completed the basic segments of your Work Experience, you should assemble all your data in a more useful form. On the next page is a complete outline of one position as an example.

DATA SHEET 24

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

JOB 1

Name of Business or Organization 20/20 OPTICS, INC.

Location 1800 N. 7th St. (street address) Lincoln (city) Nebraska (state) 68504 (zip code)

Kind of Business or Organization Manufacturer of Prescription Eyewear

Telephone Number (402) 555-5555 **Employed From** Jan. 1979 (mo./yr.) **To** Present (mo./yr.)

Exact Title of Position OPTICAL TECHNICIAN, SURFACE LAB

Full-Time? Yes **Part-Time?** — **Number of Hours Per Week** 40

Starting Salary $4.00 per hour **Final Salary** $5.50 per hour

Specific Duties in Detail I performed all prescription fashion tinting and edge-coating of plastic resin lenses. I safety tempered and tested all crown and photochromic glass lenses produced. I did all fashion engraving of plastic resin lenses and temple prints. I also edged and safety bevelled both glass and plastic prescription lenses.

Machines, Tools and Equipment You Used BPI Tinting Unit, Gradient Tinting Unit, Chemical Tempering Ovens, Heat Tempering Oven, Lens Temper Test Machine, Tracer Engravograph and Textron Diamond edge Beveller.

Responsibilities I was responsible for testing lenses to insure that each met F.T.C. standards for safety. I maintained official records of all lens tests. I was responsible for producing promotional brochures on available fashion engraving designs. I was also in charge of maintaining a complete stock of tinting dyes.

Number and Kind of People You Supervised —

Name and Title of Your Immediate Supervisor Joe Fass, Foreman

Reason for Leaving I desired a career-oriented position in Graphic Arts.

DATA SHEET 25

Transfer your data from the various segments to the following forms. Remember to start with the most recent position you have held, then work backward through your Work Experience history. Include any other data you may recall at this time. When you finish here you should have a well-developed and positive outline of your Work Experience. This in itself would put you ahead of the average job-seeker. However, you will find this information to be basic to other lessons you have yet to learn.

Print your data neatly.

DATA SHEET 26

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Job Information and Seeking Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

JOB 1

Name of Business or Organization ______________________________

Location ____
(street address) (city) (state) (zip code)

Kind of Business or Organization ______________________________

Telephone Number ______________ Employed From ________ To ________
(mo./yr.) (mo./yr.)

Exact Title of Position ______________________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week _______

Starting Salary ______________ Final Salary ______________

Specific Duties in Detail ______________________________

____

____

____

Machines, Tools and Equipment You Used ______________________

____

____

Responsibilities ______________________________

____

____

Number and Kind of People You Supervised ______________________

Name and Title of Your Immediate Supervisor ______________________

Reason for Leaving ______________________________

DATA SHEET 27

JOB 2

Name of Business or Organization ______________________________

Location ______________________________
(street address) (city) (state) (zip code)

Kind of Business or Organization ______________________________

Telephone Number ____________ Employed From ________ To ________
(mo./yr.) (mo./yr.)

Exact Title of Position ______________________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Starting Salary ____________ Final Salary ____________

Specific Duties in Detail ______________________________

____

____

____

Machines, Tools and Equipment You Used ______________________________

____

____

Responsibilities ______________________________

____

____

Number and Kind of People You Supervised ______________________________

Name and Title of Your Immediate Supervisor ______________________________

Reason for Leaving ______________________________

DATA SHEET 28

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Job Information and Seeking Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

JOB 3

Name of Business or Organization ____________________

Location ____________________
(street address) (city) (state) (zip code)

Kind of Business or Organization ____________________

Telephone Number __________ Employed From __________ To __________
(mo./yr.) (mo./yr.)

Exact Title of Position ____________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week _____

Starting Salary __________ Final Salary __________

Specific Duties in Detail ____________________

____

____

____

Machines, Tools and Equipment You Used ____________________

____

____

Responsibilities ____________________

____

____

Number and Kind of People You Supervised ____________________

Name and Title of Your Immediate Supervisor ____________________

Reason for Leaving ____________________

DATA SHEET 29

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To Find Their Own Jobs.

JOB 4

Name of Business or Organization______________________________

Location____
(street address) (city) (state) (zip code)

Kind of Business or Organization______________________________

Telephone Number______________ Employed From__________ To__________
(mo./yr.) (mo./yr.)

Exact Title of Position______________________________________

Full-Time?_____ Part-Time?_____ Number of Hours Per Week________

Starting Salary______________ Final Salary____________________

Specific Duties in Detail____________________________________

____

____

____

Machines, Tools and Equipment You Used______________________

____

____

Responsibilities____

____

____

Number and Kind of People You Supervised____________________

Name and Title of Your Immediate Supervisor_________________

Reason for Leaving____

DATA SHEET 30

16. Military Status

Be as complete in listing your Military Status data as you were in outlining your Work Experience. If you have been in the service, your Duties, the Tools you used, your Responsibilities and Training are as important as those from any other job.

Read the following example, then print your own data in the next form. Of course, you should put a dash in each blank if you are not registered for selective service or you have never been in the military.

DATA SHEET 31

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Job Information
and Seeking
Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Are you registered with Selective Services? —

If Yes, list your Classification —

Service Number 315-50-0228 Service Branch U.S. ARMY

Enlistment Date March, 1971 Discharge Date April, 1974

Discharge Rank SPECIALIST FIFTH CLASS Discharge Type HONORABLE

Job Title 26L 20 TACTICAL MICROWAVE SYSTEMS REPAIRMAN

Station of Main Duty AMSF (STRATCOM-EUROPE); Mannheim, Germany

Specific Duties in Detail I repaired and tested transmitter modules, requisitioned parts, and maintained work orders. I also maintained schedules and other paper work.

Machines, Equipment, Tools used AN/GRC-66/67 Microwave Transmitter, Volt-Ohm Meter, Vaccuum Tube Volt Meter, Frequency Counter & Generator, soldering iron, screwdrivers, pliers, etc.

Responsibilities As Section Chief of the Transmitter Repair Area, I trained and supervised area personnel. My team and I were responsible for repair of all AN/GRC-66/67 Microwave Transmitters in Europe.

Number and kind of people you supervised 3 {TACTICAL MICROWAVE SYSTEMS REPAIRMEN

Name and Title of your immediate Supervisor SFC GRIFFIN, NCOIC

Training Basic training: Fort Knox, Ky.; Tactical Microwave Systems Repair (26L 20): Fort Monmouth, N.J. - 1 year {Graduated with honors and two promotions.

Do you have any Service related Disabilities? —

If Yes, Explain —

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To Find Their Own Jobs.

Are you registered with Selective Services? ____________________

If Yes, list your Classification ____________________

Service Number ____________ Service Branch ____________

Enlistment Date ____________ Discharge Date ____________

Discharge Rank ____________ Discharge Type ____________

Job Title ____________________

Station of Main Duty ____________________

Specific Duties in Detail ____________________

Machines, Equipment, Tools used ____________________

Responsibilities ____________________

Number and kind of people you supervised ____________________

Name and Title of your immediate Supervisor ____________________

Training ____________________

Do you have any Service related Disabilities? ____________________

If Yes, Explain ____________________

DATA SHEET 33

17. Volunteer Activities

Volunteer Activities are every bit as important as Work or Military Experience. Experience is experience, whether you were paid for it or not. Treat this as you did the Work Experience section. Imagine an average workday, then print your Specific Duties. List any Responsibilities that were yours. Examples of places where people often volunteer their services include: hospitals, day-care centers, nursing homes, food co-operatives, schools, fire departments, community security co-operatives and churches--to name a few.

Print: Volunteer Activities in which you have participated.

Name of Organization ______________________________

Location ______________________________
(street address) (city) (state) (zip code)

Kind of Organization ______________________________

Telephone Number __________ Served From ________ To ________
(mo./yr.) (mo./yr.)

Title of Position ______________________________

Full-Time? ____ Part-Time? ____ Number of Hours Per Week ______

Specific Duties in Detail ______________________________

____

____

Machines, Tools and Equipment You Used ____________________

____

Responsibilities ______________________________

____

Training __________________________________

DATA SHEET 34

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Job Information
and Seeking
Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Name of Organization ______________________________

Location ______________________________
(street address) (city) (state) (zip code)

Kind of Organization ______________________________

Telephone Number ____________ Served From ________ To ________
(mo./yr.) (mo./yr.)

Title of Position ______________________________

Full-Time? _____ Part-Time? _____ Number of Hours Per Week ________

Specific Duties in Detail ______________________________

____

____

Machines, Tools and Equipment You Used ______________________________

____

Responsibilities ______________________________

____

Training ______________________________

18. Certification, Registration and License

This information is required on some Applications. The question refers to any Certification, Registration or License required to practice a particular occupation. Such occupations would include the fields of medicine, law, engineering, teaching, aviation, public accountancy, and so on.

Note the example:

Are you currently Certified, Registered or Licensed in any profession in this state? YES

If Yes, give complete information, including License or Registration number, if any: FCC Radio Telephone - Third Class Operator

Permit: # P3-18-71851; expires: March 4, 1981

DATA SHEET 35

If you have any professional Certification, Registration or License, **print** the information in the space provided. If not, put a dash in the space to indicate that you have read the question and it does not pertain to you.

Are you currently Certified, Registered or Licensed in any profession in this state?______________________________

If Yes, give complete information, including License or Registration number, if any:__________________________________

____

Some Applications will require your Driver's License Number and the Type of License. **Print** your data in the space below.

Driver's License Number________________________

Type of License: ☐ Operator
☐ Chauffeur
☐ Public Passenger Chauffeur

Date of Expiration______________________________

19. Professional Organizations to Which You Belong

There are Organizations established to promote "professionalism" within the field of work each represents. Typically, Professional Organizations may be local, state, national or international in scope and membership. Examples include: State Teachers Associations, the American Medical Association, the Alliance of Small Businessmen, the National Association of Broadcasters, and the State Bar (of lawyers)--to list a few of the countless many.

In the blanks provided on the next page **print** the names of any Professional Organizations of which you are a member. If this does not pertain to you, put a short dash in each space.

List the Professional Organizations to which you belong.

1.) ____________________

2.) ____________________

3.) ____________________

20. Special Skills, Abilities, Experience and Training

When you stated the Position Desired, you answered the question: "What do I want to do?" Now, you need to resolve: "What can I do well?" Your answer to this question will be of extreme importance to a potential employer. This data tells an employer the best you have to offer in regard to the job you want.

Already, you have listed some of your Special Qualification in these sections of your DATA SHEET:

Education and Formal Training
Work Experience
Military Status
Volunteer Activities

You should determine which qualifications among all those listed in these sections of your DATA SHEET are **special**.

List these Special Qualifications:

Skills ____________________

____

Abilities ____________________

____

Experience ____________________

____

Training ____________________

____

Now, you should determine what Special Qualifications you have yet to list. You have learned that the general area of Skills includes several categories. You may refer to your work in the Employer Expectations chapter to find some more of your Special Qualifications. As you look back through these categories, think of still other qualifications you can list for each:

- Skills
- Abilities
- Experience
- Education
- Training
- Interests
- Hobbies
- Volunteer Work
- Life Experience
- "Other"

List your Special Qualifications as they relate to the categories above:

Skills____

____

Abilities____

____

Experience_______________________________________

____

Training____

____

Now, you should determine which of your Special Qualifications from among all those listed are related to the position you want. You should include any Special Qualification that is even remotely related to the job you want. This data will represent your qualifications that are most valuable to employers you will be contacting.

If you cannot list any Special Skills, Abilities, Experience or Training that is even remotely related to the position you desire, then you should reconsider your choice. If you cannot list any Skills, Abilities, Experience and Training at all, chances are that you are being too negative or narrow in your thinking. If this is your case, you should make every effort to discuss this matter with a vocational counselor.

DATA SHEET 38

What can you do well? List any Special Skills, Abilities, Experience or Training related (even remotely) to the position you want.

Skills____

____

Abilities____

____

Experience____

____

Training____

____

21. References

References are quite important. Many employers will check with them (contrary to what you probably have heard). You should use the phone book to get addresses and phone number of those people you have asked to provide reference for you. Make sure you have permission before listing phone numbers.

Do not list your relatives, your doctor or lawyer as References. Rather, you should consider asking some of the following people to be your References:

- --Your former employers, supervisors and co-workers.
- --Your former teachers, instructors and professors.
- --Your minister, priest or rabbi.
- --Your personal acquaintances who have job titles that indicate a high level of responsibility.
- --People who have known you for a long time.
- --People who can be contacted easily.

You want every Reference to be positive. Choose people you ask to be your References with care. Later, you will learn to make a Job Card and have the option to make a Resume. You will want to give one of these tools to each person giving you reference, so each will be prepared to respond to employers most favorably for you.

Print the data concerning your References:

Name ____

Title or Occupation ______________________________

Address ____

Phone Number ______________ Length of Time Known ___________

Relationship ____________________________________

Name ____

Title or Occupation ______________________________

Address ____

Phone Number ______________ Length of Time Known ___________

Relationship ____________________________________

Name ____

Title or Occupation ______________________________

Address ____

Phone Number ______________ Length of Time Known ___________

Relationship ____________________________________

Name ____

Title or Occupation ______________________________

Address ____

Phone Number ______________ Length of Time Known ___________

Relationship ____________________________________

DATA SHEET 40

USING YOUR DATA SHEET

Since you have just produced your own DATA SHEET, you are probably well aware that it must contain most of the basic information about you that any employer could care to know.

By making your DATA SHEET, you have brought order and unity to your work-related history. In itself, that is a valuable accomplishment for anyone seeking employment. However, as you will recall, your DATA SHEET is the basic paper tool from which other job-seeking tools can be made.

The Application

Filling out an Application form is traditionally a first step toward employment. (You should remember that an Application in itself will not usually get you a job.) With your DATA SHEET, you will be able to write neat and complete Applications every time. Because your DATA SHEET is designed to meet the three major expectations employers have, your Applications will meet them as well. Unlike most job-seekers who fret over an Application while their memories fail them, you will only be concerned with transferring your data to your Application as neatly as possible.

A Data Sheet should never be offered in place of an Application. However, you will find it the perfect tool for writing an Application.

Job Card

This is a new word for you, but it will become more meaningful in future lessons. A Job Card is a unique paper tool that will call an employer's attention to who you are, how you can be contacted, the position you want, and the Skills, Abilities, Experience and Good Qualities you possess. Your DATA SHEET already lists most of these. It will allow you to put your effort into making an excellent Job Card, rather than into remembering your qualifications.

DATA SHEET 41

Resume

A Resume is more formal and detailed than a Job Card. However, like a Job Card, a Resume informs an employer who you are and what you have to offer. Your DATA SHEET and Job Card will be valuable resources when you decide to prepare your Resume.

Telephone Contacts

In upcoming lessons, you will learn to develop a special telephone presentation that you will use to get Interviews. Your Telephone Contact will "hook" an employer with the Skills you have to offer. Your DATA SHEET contains a list of these Skills.

Interview Techniques

The more you are Interviewed for positions, the more likely you will soon have the job you want. Most interviewers will work from either your Application or Resume. These interviewers base many of their questions on information you have provided. In turn, you will be basing many of your statements on this same information. This being the case, much of the Interview situation will have originated from your DATA SHEET.

Congratulations, you really have made a significant tool for your job search. To make this tool easy to use, you should transfer your data to the form on the next page. First, remove the Data Sheet form from this book. Then, turn back to the first exercises in this chapter and begin transferring all of your information to this new form. You should use an ink pen for this exercise. Always try to be neat and avoid making mistakes as you work.

You can fold your Data Sheet form into a convenient 3-inch by 5-inch size when it is complete. You will be able to have a pocket- or purse-full of personal data, with room to spare for Job Cards and black-ink or blue-ink pens. **Carry your Data Sheet with you throughout your job search.**

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Job Information and Seeking Training Program

Evaluation Sheet

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section? ____________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address). ____________________

____

3) What did you like or find useful about this section? ____________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better? ____________________

____

____

5) Do you feel, after reading this section, better prepared to find a job? ________

In what way? ____________________

____

If you are willing to send us your workbook, with any notes, improvements,or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name ____________________.

Address ____________________ zip code ________

Age ____________ Sex ____________ Race ____________

									high sch.				college				post grad.			
Circle last grade completed:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Do you have any other special training? If so what kind? ____________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work? ____________________

What kind of work are you looking for? ____________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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APPLICATION

This section is designed so that the client will work through all parts of the "application" from a more standardized form as well as from a cross-section of forms from various fields of employment, concentrating on his/her own interests.

When the client has completed the APPLICATION SECTION, he or she will then be prepared to fill out an application for each prospective employer. All forms will be as nearly perfect as possible. All will meet the EMPLOYERS' EXPECTATIONS while at the same time present the client in the most positive, favorable manner.

GOALS AND OBJECTIVES

WHAT THE TRAINER SHOULD SHOOT FOR

The trainer should make sure the clients know what they can *always* expect to find on an APPLICATION, any one they fill out. Clients also need to know the very special kinds of information they may be expected to furnish from time to time, such as family members' occupations or a military service record. It will be necessary to clear up the clients' misconceptions about things they will not likely be asked. If the trainer can compare and contrast the clients' realities and fantasies about the APPLICATION, he/she will help tone down the initial fear and dread, or on the other hand, superior confidence (a know-it-all attitude.)

Probably the biggest challenge the trainer faces is helping clients decide what to put on the APPLICATION, what to leave out, and how to cover the vast middle ground in between. To achieve the goal, the trainer needs to know how certain answers will be helpful, how others can be damaging, and how others can best be left blank for additional explanation in the clients' interviews. The trainer should stress that each presentation be a positive portrayal of each client, yet that errors, over-sights, and unfavorable data from the past usually can be explained. When they have no bearing on the job, some answers may be omitted by the client, and/or overlooked by the employer. The trainer will also need to distinguish in his/her own mind the legal versus the illegal questions that can appear on forms. Another goal involves helping the clients avoid falling into employers' traps and keep from divulging more about themselves than the employer really needs to know. At the same time, the trainer should stress that when the client is hired, then the APPLICATION will become the employer's record.

Besides the intangible goals, the trainer needs a few concrete goals; one is to provide clients with generalized APPLICATION forms as well as very specialized ones, ones that will apply to his/her field.

The clients will fill out a complete, accurate APPLICATION that will highlight their skills. The APPLICATION, when it approaches perfection, will serve as a model for all other applications the clients fill out, which might conceivably be 25 to 40 in an intensive job search.

The trainer hopes to make the clients see the APPLICATION as an employer's tool, used for comparison, a tool that screens people out instead of helping them get interviews, a tool that is limited because it limits information concerning skills, personal traits and good qualities. He/she also hopes to make the clients see that the APPLICATION is not the most critical tool, only one among several, yet it must be nearly perfect to achieve its own goal: the client interview.

The trainer will help clients transfer information from their DATA SHEETS, remembering to stress neatness, accuracy, completeness at all times, to urge the use of common sense, to link the information to the INTERVIEW, THE JOB CARD, and THE TELEPHONE CONTACTS.

As the trainer makes use of his/her expertise and skills and as the clients approach perfection in their APPLICATIONS, the inherent stress and pressure of application preparation may be eliminated, both for the present and in future job seeking experiences.

THE CLIENT HAS TAKEN AIM, TOO

Perhaps the only "up front" goal the clients have is this: to fill out the best APPLICATION they can. But there are other goals the clients need to be reminded about from time to time, especially when they get discouraged or seem ready to quit. The trainer needs to recognize these symptoms:

1. The client feels the employer is asking too much of him/her in asking for all that information.
2. The client is worried about some negative experiences in his/her past, or gaps that look suspicious.
3. The client threatens to skip over sections that take too much time to fill out.
4. The client is tempted to put down some incorrect information because "it looks and sounds" better.
5. The client feels the whole thing is "too much."

The clients need to be reminded of these goals:

1. To look at the client's personal data in a positive way.
2. To strive to make the APPLICATION give a favorable "first impression."
3. To transform the positive view of themselves into confidence and success in their future lessons and experience, especially the job interviews.
4. To work at it until the APPLICATION meets the major expectations that employers have.

THE PHYSICAL SET-UP AND EQUIPMENT

The room environment should be controlled as much as possible with adequate air-conditioning or heating for 70° to 76° F., and with good acoustics. Adequate work space should be provided for the trainer and the clients, with minimal distractions. If smoking is allowed ashtrays should be provided.

The room set-up should facilitate group instruction, afford selective privacy, and allow for the easy monitoring of activities. At the same time, it should afford each individual the space and furniture and/or equipment to make writing facts and data more comfortable and easy. The room atmosphere should be cordial, but business-like; comfortable, but not too comfortable. It should not be easy for the clients to lounge or nap.

Ideally the room should have tables, chairs with lap boards, or armed desks arranged in a circular or group pattern. The ideal group size is five or six, but group size is not a major factor in the clients' performing this work.

There should be equipment for both the clients and the trainer. The clients will need the following:

1. Workbooks, or notepads if no workbooks are to be used.
2. Pencils with erasers.
3. Lap boards for chairs without arm-rests or tables.
4. Dictionaries.
5. Phone books.

The trainer will need this equipment:

1. Blackboard with chalk and erasers, or
2. Easel with newsprint and colored marking pens.
3. Desk or table to hold resource materials.

The trainer will find that virtually every company that hires people uses some kind of APPLICATION. He/she should assemble as many applications from employers as possible. Ideally, clients should have access to four or five different application forms, all provided by the trainer. Here the use of duplicating services would be of help. The form can be kept on the trainer's desk until he/she distributes them.

A dictionary which all clients can use would also be helpful. In some cases, it is a risky business to trust accurate spelling to memory, or to another client's memory. The trainer needs to indicate that the distionary is there as a tool.

RELATION OF GROUP SIZE TO TIME

Group size has little bearing on the performance of this exercise, especially because the data being gathered is about the individual. If the trainer has to work with groups of 25 or more, he/she will need to rely more heavily on group assistance. With a small group of six or less, the same dynamic can be used, but the trainer will be able to give more one-on-one time to the clients having trouble while allowing the rest of the group to move ahead. Regardless of whether or not the workbook is used, one and a half to two hours should be sufficient time to complete this section, with a few exceptions:

1. When pertinent information isn't immediately available, because errors have been found in the data.
2. When the clients need to travel to obtain other data.

The trainer may need to vary his methods to adjust to the group size. The following is a suggested break-down of time useage:

THE FIRST HALF-HOUR: Clients fill out the pre-application test found in the workbook, or an application the trainer provides. Then the trainer reads along with the group, the "Application Reminders" found in the workbook. If the trainer is not using the workbook, he/she will need to have copies of these reproduced, one for each client.

THE SECOND HALF-HOUR: The trainer introduces the material. The introduction may be the most critical area. The time may be used efficiently if the trainer presents all the generalized areas first, waiting until a later time to give the details. He/she may allow questions, but defer the answers until the second hour of the session.

DURING THE SECOND HOUR, the clients begin actual work on the APPLICATION. The trainer will lead the clients through the sections while at the same time the clients may offer help to each other.

LEADING CLIENTS THRU THE MAZE

Everybody who's ever gone out looking for a job knows there will be a paper measuring-tool about his life and work history: the APPLICATION. It falls to the trainer to stress the reasons why the APPLICATION plays such a vital role in the job search, why a nearly perfect APPLICATION will help make the most favorable impression possible, and how the form will go a long way in helping the client get the job he/she wants.

It is helpful to set the stage by reviewing the basic types of information on an APPLICATION, and then by following that list with a bird's-eye view of what each part contains. The workbook has set up the following catagories:

1. Identification
2. Family Relationships
3. Health
4. Education
5. Position Desired
6. Experience
7. Miscellaneous

At this point, some clients may express some anxiety about the lack of actual on-the-job experience, or an incomplete education, or anything else, for that matter, that troubles them about the APPLICATION. The trainer can assure them that each section will be dealt with in great detail, and that value judgements can be made about problem areas. Clients can feel free at any point to have their questions answered and their worst doubts and fears dispelled.

Before any work is done, either in the workbook or on the actual form, the trainer needs to give some general instructions. The first is probably the most important: READ ALL DIRECTIONS BEFORE YOU BEGIN. The clients should print information with a pencil. As the client needs to do so, he/she may refer to the DATA SHEET. When questions arise, clients may ask the trainer to stop, or may trade opinions with one another, or even argue when there is disagreement. The trainer cannot say the following statement too many times: LIST ALL DATA ACCURATELY.

TO LEAVE BLANK, OR NOT TO LEAVE BLANK, AND WHAT'S IN BETWEEN

On any APPLICATION, the clients will find areas that do not apply. For example, if clients have reached the age of 18 after the draft was no longer in effect, there may not be any military experience to record. There will be other areas the client will choose not to answer in writing, but will need to explain during the interview. The trainer needs to explain how to handle each situation. Here are suggestions:

1. If the information does apply, the clients should fill in the blanks accurately and completely.
2. If the information does not apply, he/she should put a dash in the appropriate space. Then the employer will know that the applicant read the instructions and indicated that area was not a part of his life and work experience.
3. If a client is unsure of how to turn a negative answer into a positive, or is uncomfortable with the possible answer, he/she should leave the space blank.

Special care needs to be given to all the areas that the clients leave blank. Therefore, the trainer may have to say over and over again, "Be prepared to explain yourself in the interview." The workbook provides explanations and examples. But the trainer may also wish to expand these because they are critical areas. The clients need to realize that although some questions are intended to make him/her come across by means of "words on paper" as a real person, living, breathing, moving through life as a distinct individual, others appear to be designed to trick or trap the client into revealing some less than desirable information. These seem like prying. Clients should also be advised not to volunteer any information that may be seen as a barrier to employment.

Throughout the entire session, the trainer should stress the value of the client saying what he wants to say, as he wants to say it, and leaving out the rest. The trainer may write examples on the board, or have the clients do that, as another way to keep this idea fresh in the clients' minds.

Any time the trainer has the opportunity to reinforce these concepts, he/she should actively do so. As the trainer leads the clients to make appropriate and frequent responses, he/she is laying a firm foundation for the INTERVIEW SECTION. Building client confidence as well as knowledge, understanding, and judgement will enhance the clients' opportunities to get the jobs desired.

Special care also needs to be given to the clients' meeting the employers' expectations. They way the client presents the information will be as important as the content. When the trainer can link the material to the three expectations, he/she should do so. This technique helps to reinforce material presented in previous sections as well as build momentum toward the conclusion.

HOW TO USE THE APPLICATION

As an appropriate point, perhaps in the concluding remarks, the trainer will want to give specific instructions on how to use the APPLICATION. He/she may choose his/her reason from the following:

1. The APPLICATION is a superior tool to be used often.
2. The JOB CARD is to be attached to the APPLICATION to make it unique.
3. The APPLICATION is to be presented with one goal: the interview. Whenever the option of an interview before filling out the application isn't accessable.

ROLE OF TRAINER

BEFORE BEGINNING

When the trainer approaches the APPLICATION SECTION, he/she will find that much of the information has already been touched upon in the DATA SHEET SECTION. Therefore, he/she should expect a great deal of redundancy, plus a detailed expansion of all the components.

With employers using a variety of applications, those that may range from one to five or six pages, some preparation will be simple. But much could become tedious. Although the use of redundancy and repetition serve as reinforcement, the trainer may think, "This is too much!" The clients will probably think the same thing. Piling lots of information on top of lots more could become dry and dull. It will fall to the trainer to inject some humor, a light touch when appropriate, some examples from his/her own experience, and allow the session to become more fun than drudgery. The trainer will have to rely on his/her personal style to keep things moving and flowing along.

As an aid to facilitating the program, the trainer needs to think of himself/herself in the role of monitor-instructor and group facilitator instead of teacher. He/she may also consider himself/herself as a resource person (something like a book) that the clients use to get answers and the reasons for those answers.

Addressing the issues in the proper order, and adhering to an organized presentation will help eliminate stress for the trainer, however, he/she needs to be flexible enough to allow the clients some freedom of expression. That will help eliminate stress for the clients, too. Of course, another way to eliminate stress for clients is to insist that the correct information is entered in the right place—any other combination spells disaster.

APPLICATIONS DO FIT INTO CATEGORIES

There are about as many kinds of APPLICATIONS as there are jobs. To give the clients a real edge over other applicants, the trainer should seek to provide them with an application closely related to the clients' field. That means the trainer needs to become familiar with all kinds of applications and file them by field, such as *The Health and Hospital Field, The Clerical Field, The Factory or Industrial Field, The General Merchandizing Field,* and so forth.

Because applications vary somewhat, the trainer needs to single out the parts most common to all applications: name, address, phone, Social Security number, position desired, skills and abilities, education, and experience.

To be consistent and keep the clients all on the same track, and so that they will be able to compare their answers, the trainer will want to use a standardized APPLICATION for everyone. This form will serve as the primary example and teaching tool. Although the information the clients enter will be highly individualized, varying a great deal, each client will work on the same type question as everyone else, and at the same time. That way, clients can benefit from the trainer's explanation of each part, no matter whether it is pertinent to the individual at that time. It might come in very handy at some future time. (For example, if the client has no experience, then gets a job, quits after a year, and begins the job search again, he/she will need to know how to complete the EXPERIENCE section of APPLICATIONS. The same thing is true for any additional education, or other changes that might occur in the client's life, such as getting married, having a child, moving, etc.

It is the trainer's desire to draw clients out through questions and comments,or even praise of an answer, in order to be able to evaluate each individual. To do so the trainer will encourage clients to ask for additional explanation and reasons for the answers entered on the practice APPLICATION. The client has the right to expect the trainer to give individual help with very difficult ideas and with value judgements, such as whether to report encounters with the law, time spent in jail, or particular health problems. The trainer will find suggestions for the handling of these problem areas in the workbook..

During the working through of an APPLICATION, the trainer should not allow any one person to dominate the scene or demand the trainer's complete attention. Likewise, the trainer may need to draw out other clients who may seem unwilling to join the group discussions. The trainer should seek to maintain a system of checks and balances, to equalize, but in a positive, non-confrontive way.

THE SIMPLE, THE OBVIOUS

Some parts of the APPLICATION seem obvious at first glance. *Name – Address – Phone Number* – and so on. Nevertheless, the trainer should be prepared to deal with questions about each part. Some suggestions are given for these basic parts of the APPLICATION to help clarify the answer desired for the clients:

1. *NAME* – the number of times it appears, the signature
2. *ADDRESS* – current, previous, length of time lived at each address
3. *PHONE NUMBER* – how to list, during the day, evening, area code
4. *SOCIAL SECURITY NUMBER* – where to get one if client has none
5. *PHYSICAL CHARACTERISTICS* – height, weight, hair color, eye color
6. *DATE OF BIRTH* – expressed in month, day, year, need to be truthful
7. *PROOF OF AGE* – driver's license, birth certificate, work permit
8. *CITIZENSHIP* – yes, no, Visa number, Visa type
9. *MARITAL STATUS* – only married or single as answer
10. *DEPENDENTS* – define term, how care of dependents affects job

THE MORE DETAILED, THE MORE COMPLEX

Up to this point, the clients probably think, "This is a snap! It is pretty easy, pretty cut-and-dried stuff." The information required tends to get a little heavier, more detailed, with more areas up to debate, as the clients progress. The trainer needs to keep in mind that the clients may be sensitive, even up-tight about some very personal areas of their lives. Clients do have a right to some secrets. But the employer also has a right to expect the truth. Clients can be dismissed for giving false information on an APPLICATION.

In the following questions, the trainer must be able to distinguish legal from illegal questions, to help clients make value judgements, to define unfamiliar terms or language, to aid clients in turning negative facts into positive ones, to expand some information, to turn some intangibles into tangibles, and to be on the look-out for special cases. It is particularly important that he/she become very sensitive to any problems in the clients' backgrounds, to any questions that the clients feel uncomfortable about answering. A detailed explanation of each of these problem areas will be found in the workbook. Here are only outlined points that the trainer needs to be able to handle:

11. *FAMILY NAMES AND OCCUPATIONS* – why some employers want to know
12. *HEALTH* – the health problems that interfere with work, the relation of past health problems to present performance, the need for a physical exam
13. *DISABILITIES/PHYSICAL LIMITATIONS* – relationship to present and future performance
14. *EMOTIONAL or MENTAL DISORDERS* – when to include, when to omit, how such illness might relate to gaps in the job history
15. *FAMILY ILLNESS* – relationship to job performance
16. *WORKMAN'S COMPENSATION* – a definition of the term, a comparison with Unemployment Compensation, how answer will affect the potential employer
17. *ATTENDANCE* – what to include, how to state in positive terms, how to make an intangible more tangible
18. *EDUCATION AND FORMAL TRAINING* – need to be accurate and need to use DATA SHEET for answers that should not be left to the memory, how to write a date, training in the more traditional schools, training in non-traditional schools, other training, course of study - hours, degrees, or diplomas, and the G.E.D., how clients with little or no education answer
19. *FUTURE SCHOOLING* – how to make work-related, why an answer will impress an employer
20. *POSITION DESIRED* – a comparison of good and poor answers, ways to be very specific and limiting, ways to keep all options open
21. *SALARY DESIRED* – how to make an accurate estimate, how to find the going rate for job desired, how to transform an hourly, weekly, or monthly wage into an annual one, and vice-versa, the best answer and how to discuss it in the interview

22. *DATES, HOURS, DAYS AVAILABLE* – how to determine date to begin work, how to describe portion of day when client will work, the best response with reasons why
23. *TRANSPORTATION* – reliable versus unreliable means of getting to work, tips on buses, fares, schedules
24. *DRIVER'S LICENSE* – number of license, type of license held
25. *WORK EXPERIENCE* – why information is regarded as most important, how to complete accurately, how to off-set blanks and explain gaps, how to list in order, how a client with little or no experience answers, how being well-prepared will set client apart from many other job seekers
26. *MILITARY STATUS* – how to handle if Honorably Discharged, how to handle if discharge was Dishonorable, the need to define and describe Veterans Preference Points, the need to apprise Viet Nam veterans of job placement and career counseling services. (A detailed sample form is included in the workbook. Clients could benefit from following it as they fill out their own form.)
27. *CLUBS, ORGANIZATIONS, EXTRA-CURRICULAR ACTIVITIES* – how listing will give an employer a more personal view of client, what memberships usually means, which clubs are best mentioned versus those best left out
28. *HOBBIES, INTERESTS, LEISURE TIME* – relationship to the job, how they add to personal satisfaction and potential
29. *PROJECTED FUTURE* – how to state plans in terms of relationship to the company, how plans reveal clients' motivation and reliability, how to phrase suitable answers, how to transform plans into definite goals with a time-indicator
30. *REFERENCES* – how to correct fantasties and myths, what the function of references is, which people make the best references, how to inform references about clients' skills, experience, qualitities, how todetermine if the information a reference gives will be advantageous, and what to do when it is not
31. *ARRESTS, JAIL, CONVICTIONS* – definition of felony, examples of a felony, why not to list minor violations, how to answer if client has committed felony, served time, is on parole, or was arrested, in jail, and/or convicted, definition of bonds, relation of offense to job, how to explain gaps in work or education history.

Before the trainer begins presenting the detailed information, he/she should compare the amount of material to be covered with the allotted time. If he/she needs to limit time, certain sections of the APPLICATION may be touched upon lightly during the group session and an assignment made for the clients to read the more detailed explanation in the workbook followed by filling in the form.

All information about applications will mean more to the clients if the trainer defines confusing terms, gives the reasons behind his/her remarks, gives examples as the explanation is made, and discusses the questionable areas fully.

It is advisable to let the clients do as much as they can working alone. The clients may seek out help from the trainer or other clients, and suggestions may be made, but the clients should *always* be responsible for their own answers.

A useful exercise for the clients is to complete the forms in the workbook, or on an APPLICATION, then compare answers with those suggested by the workbook.

The trainer may also wish to make use of the "Good" APPLICATION and the "Poor" APPLICATION forms previously duplicated and presented to clients as a study in comparison/contrast with a discussion in the group session. The trainer may lead off, and keep the discussion going, but the clients should provide most of the input.

CLOSING THE SESSION

PARTING REMARKS

The clients should now be prepared to fill out any APPLICATION they might be presented, so as a final exercise the trainer should display all the sample APPLICATIONS he/she has collected. Each client should be given a form to complete, preferably from his/her field of interest, such as *The Health and Hospital Field* or *The Clerical Field*, etc. The trainer may also give clients other forms to practice on because experience will benefit them and add to their confidence and accuracy. When the APPLICATIONS are returned, the trainer can evaluate each one and suggest some positive ways for improvement.

If a client has had a great deal of experience in filling out APPLICATIONS before the seminar, or has confidence in his/her own job seeking ability, or an opportunity to get a job might be missed by delay, the trainer may encourage that client to approach the employer prepared with experience and information from their DATA SHEET and JOB CARD. In this case, it is well to remind the clients of the *tools* that should be taken along in addition to their paper tools, the DATA SHEET and JOB CARD, such as two ink pens (black and blue), and all their confidence!

Sometimes APPLICATIONS may be received through the mail and the clients may want to type the information on the form. A typewriter should be made available to these clients.

Those clients who take the "bull by the horns," going straight to the employer, should be encouraged to tell the group about their experience. There's no doubt the group will benefit, and will probably applaud, when they have a chance to share in another's "on the firing line" experiences.

THE WRAP UP

In the wrap up the trainer should seek to bring together all the components of preparing an exceptional APPLICATION since this form is one of the first that will introduce the applicant to the employer and will become the employer's record when the client is hired. If clients accept the fact that the APPLICATION should be excellent because it holds so much potential, they will produce the best ones possible. Praise for an eye-catching form with solid facts will instill confidence and set an example for the group, and although it will not assure the client a job, it will bring the reward that much closer — a job chosen from desire not received from someone else's efforts.

Applications

The Application is the one tool most familiar to job-seekers. The Application contains a series of questions designed to have a job-seeker outline personal and work-related data. An Application generally provides an employer with the first introduction to the job-seeker. The Application can lead to an Interview if this introduction supports a good impression.

The employer will usually refer to the Application during an Interview. The Application becomes the basis for most of the Interview questions. It also allows the employer to easily compare the applicant (the person who fills out the Application) to other employees and applicants who have arranged their data this same way. Finally, the Application is used as an employee's record if the applicant is hired.

You will want to always present an excellent Application since it has so much potential. You will want your APPLICATION to meet the three basic Employer Expectations.

List those expectations:

1.) ____________________

2.) ____________________

3.) ____________________

In this chapter you will learn more about the positive view of your personal data. This view will allow you to make each Application worthy of a very favorable first impression. This positive view of your data will insure your success and confidence in future lessons, especially those concerning the Interview.

After you complete this chaper, any Application you make will meet the major expectations employers have.

Expectation 1: APPEARANCE
Your APPLICATIONS will be neat, complete and accurate. You will read and follow the instructions on the Application as you transfer your information from your Data Sheet.

Expectation 2: ATTENDANCE and PUNCTUALITY
(Dependability and Reliability)
You may be able to indicate Good Attendance directly. Many Applications ask about attendance. You will show that you are Reliable and Dependable whenever you list responsibilities. However, as you will soon discover, there are many ways to express your Dependability, etc. on an Application.

Expectation 3: SKILLS
(Experience, Abilities and Good Qualities)
You will list many of your Skills directly in the Application.

MAKING YOUR APPLICATION

During the course of your job search, you may be making many Applications. To help insure that your APPLICATIONS will be among the best each employer will see, you should read and work carefully through the exercises that follow. Remember: The way in which you present your information will be as important as its content.

You should be completely prepared each time you make an Application. To be prepared...

--You should have an ink pen with you. Only use black or blue ink. Your pen should allow you to print neatly without blobs, smudges or smears. You may want to use a fine-point pen, in case you have to print smaller to get your information into a little blank or box. It is wise to carry a spare pen. The ink-color and line-width of your spare should match your first pen.

--You should have at hand all the information most Applications will require. Your Data Sheet will allow you to answer all the basic questions easily, completely and accurately. Anytime you fill out an Application, refer to your Data Sheet. Transfer your data neatly, according to the specific instructions of the Application.

--You should have a supply of Job Cards with you. If you do not get the chance to speak with the employer, you can attach a Job Card to your APPLICATION. Your Job Card will make an employer notice your APPLICATION above all others. You will be learning to make a Job Card in the next chapter.

Follow the Instructions

You **must** read the instructions before you write anything on an Application. Many Applications begin with some general instructions such as: "Print in ink," "To be hand-printed in ink or typewritten," and so forth. Separate instructions may indicate how your information should be listed for each section or item. Other instructions may tell you to not put any data in a particular space.

Following the instructions is important. Employers want to hire people who can follow instructions on the job. An employer cannot have a high regard for your Reliability, Dependability and Skills if you can't follow the instructions in filling out one piece of paper.

Dash (--)

You will usually find that some Application questions do not apply to you. You should make a short dash (--) after each of these questions rather than give no response at all. The dash is a simple, yet attractive way to tell an employer that you have read the question and that it does not apply.

Blank Spaces

You may find a few questions on an Application that should be left unanswered. **You do not want to include any negative information on an Application.** You do not want to include raw data that might be seen as being negative merely because the Application didn't allow you to explain. Leave these problem questions blank--no data, no dash. You will more likely be granted an Interview if you leave several questions unanswered than if you list one or two really negative items.

You will want to be prepared to discuss any item on your APPLICATION during an Interview. You will want to be especially prepared to discuss items left blank. You will want to explain problems to show them as being neutral, or even positive. However, do not volunteer any explanation unless the interviewer asks about a particular item. Perhaps the blank will be overlooked.

Common problem areas that may need to be explained during an Interview (if asked), include: Physical Health, Mental Health, Arrests and Convictions, Dishonorable Discharge from Military Service, Record of Attendance, Reasons for Leaving Previous Jobs, Work Experience, and Workman's Compensation.

The Sections

There are several sections of questions contained on the typical job Application. Each section is designed to have an applicant outline his or her data within one of seven basic areas. These seven areas are: Identification, Family Relationships, Health, Education, The Position Desired, Experience, and Miscellaneous. The bulk of this chapter will be concerned with the sections common to most Applications.

Identification
  Social Security Number
  Name
  Address
  Telephone Number
  Physical Characteristics
  Date and Place of Birth
  Proof of Age
  Citizenship
  In Case of Emergency

Family Relationships

Marital Status
Dependents
Family Names and Occupations

Health

Health (general)
Disabilities and Physical Limitations
Emotional or Mental Disorder
Family Illness
Workman's Compensation
Attendance

Education

Education and Formal Training
Future Schooling

Position Desired

Position Desired
Salary Desired
Availability: Date, Hours and Days Available; Transportation; and Driver's License

Experience

Work Experience
Military Status
Volunteer Activities
Certification, Registration and License
Professional Organizations
Clubs, Organizations and Extracurricular Activities
Hobbies, Interests and Leisure-time Activities
Special Skills, Abilities, Experience and Training
Future Plans
References

Miscellaneous

Arrest, Jail and Conviction

Read and follow the instructions given for each exercise as you work through this chapter. Listing your data correctly is as important as listing correct data.

Your general instructions for working these exercises on the various Application sections are: Use a pencil, neatly **print** your data, have your completed Data Sheet at hand, and follow the specific instructions listed.

First specific instruction: Your Data Sheet **must** be complete before you continue any further! If you are having trouble with your Data Sheet, you should contact a friend, relative or vocational counselor for help. The Data Sheet will be valuable in performing the following exercises correctly and easily.

The second specific instruction: If you have a pencil and your completed Data Sheet, continue your work here.

Social Security Number

You will want to be certain that you print your Social Security Number so that it is readable and correct on your APPLICATION. Many companies use Social Security Numbers to identify employees in filing and computer systems. An error in the Social Security Number could mean a foul-up in payment, benefits, taxes, retirement and unemployment accounts for an employee.

You should have your Social Security Number printed correctly on your Data Sheet. Check your Data Sheet against your Social Security Card right now. (If you have had your number memorized for years, check your memory against your Social Security Card.) The little effort you spend now could save you much headache later. After all, you don't want your money to go into the wrong fund.

If you do not have a Social Security Number you should have already applied for one, as recommended in the chapter on the Data Sheet. If you have not applied for a Social Security Card, go to the nearest Social Security Office or local Post Office and apply **now**.

Print your correct Social Security Number.

__________ - __________ - __________

Name

You may be required to give your Name as many as three times on a basic Application. The way you should list your Name may be different each time. Be sure to read the instructions before listing even this most familiar data. Generally, your Name will be one of the first bits of information required on an Application. Often, you may be instructed to list your Name on a sideway line in the lower-right corner. This will be for filing purposes. Finally, you may expect to write your signature on most Applications. Your signature is your Name as you normally write it when signing checks, business letters, legal papers and so on. As always, you should carefully read and agree to all statements before writing your signature on an Application.

Whenever you give your Name on any tools you use in your job search, do not list your "nickname" (if you have one) unless a special blank asks for it. You will want to show employers that you are "businesslike". Use your complete, legal Name.

The following blanks are typical of the ones you will find on most Applications. Read the examples. Then, list your Name according to the instructions for each blank.

Print Name JAMES (Last) RUTH (First) A. (Middle Initial)

Name RUTH First ANNE Middle JAMES Last

Name JAMES (Last) RUTH (First) A. (Middle Initial) GRACE (Maiden Name)

Ruth A. James
(Applicant's Signature)

J	A	M	E	S	,	R	U	T	H		A.				

Print: Last Name, First Name, Middle Initial

Print Name ______ (Last) ______ (First) ______ (Middle Initial)

Name ______ First ______ Middle ______ Last

Name ______ (Last) ______ (First) ______ (Middle Initial) ______ (Maiden Name)

Print Name JAMES (Last) RUTH (First) ANNE (Middle)

Print Name ______ (Last) ______ (First) ______ (Middle)

____
(Applicant's Signature)

Print: Last Name, First Name Middle Initial

Address

All Applications will have you list your Current Address. Some Applications will also require you to state your Previous Address and the lengths of time that you lived at each place. You already have this information on your Data Sheet. Rather than spend time trying to remember house numbers, zip codes and dates, you will want to put your effort into transferring your data to the correct spaces of your APPLICATION.

When you list your Address, **read** the instructions. Then, be sure to put all your data in the correct spaces. List in order: your Street Address, City, State and Zip Code if no particular order is asked.

Address 1109 N. 4th St., TERRE HAUTE, IN. 47807

If you have a rural Address, list order: your Rural Route, Box Number, City, State and Zip Code. Again, this is when no particular order is stated.

Address ROUTE #32, BOX #18, JAMESTOWN, VA. 23233

Consider how you will answer when the length of time you lived at each address is requested. This information will give an employer some impression of your stability and Reliability. Of course, you want any impression of you to be favorable. If you have lived at your Current Address for ten years or more, you may choose to put a dash (--) in the Previous Address section. If the time you have lived at your Current Address is short (less than two years), the time you lived at your Previous Address may offset that. However, if both times are short, you should list your Current Address, then consider leaving the rest of the Address spaces blank. If such is your case, be prepared to respond positively in this area. The employer may bring the subject up in the Interview.

Always remember to list your Zip Code. This is an easy way to show an employer that you attend to efficiency. By including your correct Zip Code, you help insure fast delivery of any written notification an employer may send you.

The following are a few examples of common Address forms found on Applications:

Print Address 42 West Court, Apt 4, IOWA CITY, IA. 52240
(Street Address) (City) (State) (Zip Code)

How long have you lived at this address? 1 YEAR

Print Previous Address R.F.D. #2, Box #219, ELVERSON, PA. 19520
(Street Address) (City) (State) (Zip Code)

How long have you lived at this address? 15 YEARS

In the form above, note that the impression of stability and Reliability is supported by the length of time spent at the Previous Address.

Address 1432 Delaware Ave., AKRON, OH. 44303

How long have you lived at this address? 10 YEARS

Previous Address —

How long did you live at this address? —

In this example, note that no particular order is asked for on the form. The applicant has correctly listed the Street Address first, followed by the City, State and Zip Code. Also, note that the applicant has chosen not to list a Previous Address. This applicant has decided that the ten years lived at this Current Address well support an impression of stability.

Present Address 1300 Oakhill, LAWRENCE, KS. 66044

How long have you lived at this address? ____________

Previous Address ____________

How long did you live at this address? ____________

In the example above, the applicant has correctly listed the order of the Street Address, City, State and Zip Code. This applicant has chosen not to list the Previous Address or the length of time lived at either place. This applicant will be prepared to discuss this area of concern if an employer should ask. The applicant's response during the Interview should explain the situation more favorably than would raw data on an Application.

Below are two examples of common Address forms. Print your data in these forms.

Address ____________

How long have you lived at this address? ____________

Previous Address ____________

How long did you live at this address? ____________

Address ____________
(street address) (city) (state) (zip code)

How long have you lived at this address? ____________

Previous Address ____________
(street address) (city) (state) (zip code)

How long did you live at this address? ____________

Telephone Number

Many employers prefer to contact applicants by telephone rather than by mail. The telephone allows for easy and immediate contact. The telephone allows the employer to receive the applicant's response within the moment.

Your Telephone Number could easily be as important in getting you employed as any other data on your APPLICATION. If the Telephone Number you print is correct and easy to read, and if it is the number of a phone that will be answered, the channel is open for an employer to contact you. However, an employer may contact the next best applicant if the channel to you is not open. To insure an "open channel", consider the following points before listing your Telephone Number on an Application.

Print the complete, correct number neatly. Begin with the Area Code, then list the Number. If you are not sure, don't guess! (Many people have difficulty remembering their own numbers because they never have to call home.) Find your Area Code and Telephone Number on you telephone set, in the telephone book, or by calling directory assistance. (However, you should already have this information in your Data Sheet.)

Note these two examples of how a complete, correct Telephone Number may be printed:

Telephone Number (317) 555-0228

Telephone Number 317-555-0228

If your telephone is an extension unit and your calls are routed through a private switchboard, you will need to include your Extension Number. This switchboard/extension system is found commonly in businesses, schools and so forth.

This is an example of a complete number for an extension phone.

Telephone Number (317) 555-0721, Ext. 421

List the number of a telephone that will likely be answered during the day. If your own telephone will not be answered or if you do not have a telephone, list the number of a reliable friend or relative who will accept messages for you. You will want to inform this person that potential employers will be calling for you. Choose a friend or relative who will be polite, willing to take messages, accurate in writing your messages, and quick in getting word to you.

It is a good idea to list two Telephone Numbers. If one number goes unanswered or is busy, an employer can try your second number rather than call the next applicant. List your home number and work number or the number of a reliable friend. If you have some money to invest in your job search, you may want to check out the cost of hiring an answering service.

Separate blanks may not be provided for two numbers on most Applications. The examples below show how you may include both numbers.

Telephone Number (815) 555 - 1163
(815) 555 - 1052

OR

Telephone Number (815) 555-1163/555-1052

Having a Telephone Number is a positive point in being a potential employee. An employer will consider that you can be contacted for overtime work or in case of an emergency. A telephone implies your stability within a community. Thus, if you do not have a phone, list the Telephone Number of a friend or relative who will get word to you. Place a dash (--) in the space provided if there is no one nearby to accept your messages.

Telephone Number —

Print your complete, correct Telephone Number(s) in the space provided. If you have no number to place in this blank, put a dash (--) above the line.

Telephone Number ______________________

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Physical Characteristics

A description of your Physical Characteristics may be requested on an Application. Some companies need this identifying information for insurance or security reasons. Some jobs have certain Height and Weight restrictions (examples include the jobs of police officer and fire-fighter).

When you need to list your Physical Characteristics, print your data correctly. Put the figures for your Height and Weight in the appropriate spaces. List your Hair Color as it is when you file the Application.

Height 6'2" Hair Color BROWN
Weight 180 lbs. Eye Color BLUE

In the space below, print your basic Physical Characteristics.

Height_________ Hair Color____________________
Weight_________ Eye Color____________________

Note: An applicant will not be required to list race or color on any but a few government job Applications (and these are being used to gather data on the status of minorities in government).

Date and Place of Birth

You will be expected to give your Date of Birth on some Applications. It is important that you give the correct date. This information may be used to compute your insurance and retirement plans after you are hired.

The Application is no place for vanity when it comes to revealing your age. Remember: An employee can be dismissed for having given false information on an Application. However, the law will be on your side if you are denied a job because of your age.

The question concerning age may be stated: Date of Birth, Birthdate, How Old Are You?, or Age. Read the following examples of these common forms.

Birthdate 23 DEC. 1946 (Day) (Month) (Year)

Birthdate 12-23-46

Date of Birth DEC. 23, 1946 (Month)(Day)(Year)

How old are you? 34

Date of Birth 23 DEC. 1946 (Day)(Month)(Year)

Age 34 YEARS

In the space provided, print your data.

Birthdate________________ (Day) (Month) (Year)

Birthdate________________

Date of Birth________________ (Month)(Day)(Year)

How old are you?__________

Date of Birth________________ (Day)(Month)(Year)

Age________________

You may be asked to list your Place of Birth on some Applications. You do not have to be so exact as to list the name of the hospital and number of the delivery room where you were born. The city and state in which you were born will do for most Applications. Print the name of the place where you were born.

Place of Birth________________________________

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Proof of Age

If you are a young job-seeker, you may be required to show some Proof of Age before an employer will consider hiring you. Get a copy of your Birth Certificate or some other legal document that indicates your age if you do not have a driver's license. You can call or write the hospital where you were born or the local Board of Health for information on getting a Birth Certificate. You may be charged a fee for the certificate.

If you are young, you may also need a Work Permit. Check with your state's labor offices by phone if a permit seems necessary.

Citizenship

The question of Citizenship is often included on Applications. If you are a citizen of the United States, you will simply indicate that you are. If you are not a citizen of the United States, you will indicate that you are not. A non-citizen is usually required to list the number and type of Visa held. If you are not a U.S. citizen but you have applied for citizenship, list the date on which you applied.

Note these examples:

U.S. Citizen ☒ Yes ☐ No

If no, list Visa number and type:

Visa Number ____________ Visa Type ____________

U.S. Citizen ☐ Yes ☒ No (Applied: 8/28/80)

If no, list Visa number and type:

Visa Number 3172060 Visa Type WORK

In the form provided, list your citizenship.

U.S. Citizen ☐ Yes ☐ No

If no, list Visa number and type:

Visa Number____________________ Visa Type__________________

In Case of Emergency

Your Application will become the beginning of your employee record after you are hired. Many Applications will ask that you state the Name and Location of the person to be contacted in case you are involved in an emergency situation.

There are two reasons why you should answer this section. The first is for the obvious purpose: to be sure your family will be notified in the event of an emergency. The second reason is to show your stability. An employer might think you are a "drifter" if you list no one who would be concerned for you.

You may list a close friend if no relatives live nearby. Otherwise, you should list the distant relative.

Print your data in the form below:

In Case of an Emergency, Contact:

Name_______________________ Relationship__________________

Address____

____

Telephone Number___________ Business Number______________

Marital Status

On any Application you complete, you will list your Marital Status as being either Married or Single--nothing else.

Whatever you specific situation might be, it can simply and honestly be defined as Married or Single. Any other terms may give an employer a negative impression, or invite an interviewer to pry into your personal life. Your Interview (and your life) will go more smoothly if you avoid the potential trap here.

Single best describes your status where are single, engaged, living with someone, or divorced. Married best describes your status where you are married or separated.

The forms that follow are typical of most Marital Status blank on Applications. Indicate your data in the space provided.

Marital Status ______________________________________

Marital Status (Check One):

☐ Married ☐ Single
☐ Widowed ☐ Divorced
☐ Engaged ☐ Separated

If you listed anything other than Married or Single, read this section and perform the exercise **again**.

Dependents

A Dependent is anyone who relies on you as the major source of support and aid. Usually, a Dependent is a family member--your spouse, children, an elderly parent, etc. Applications may require you to list the number of your Dependents or, more specifically, the number and/or ages of your children.

When you are listing the number of your Dependents on an Application, do not list yourself. If you have no Dependents, put a dash in the appropriate space. Otherwise, print the number of Dependents you have in the space provided.

Print your data here:

Number of Dependents______________

Some Applications ask you to state the number and ages of your children. There are two questions an employer may be concerned with if you have young children: "Will you have trouble finding a baby-sitter?" and "Will you be taking a lot of time off work to care for your children?" (In our present society, women are still the targets for these questions.) If you have school-aged children you may choose to leave this section blank. Be prepared to discuss this matter if it should come up in the Interview.

Now, list your own Dependent status:

Number of Dependents_________

Dependents________Ages______________

Children________ Ages______________

2

Family Names and Occupations

This area of concern is rather dated in its approach, but some Applications still include it. It is best that you be prepared. Generally, these questions ask the names and occupations of your father, mother and spouse. The reason behind this line of questioning is similar to the old saying: "Like father (mother, husband, wife), like son (daughter, wife, husband)." The employer may assume some things about your background based on your family's work-background.

If you are asked for this data, list the occupations in which your family members are presently involved. When a family member is retired or deceased, list the occupation before retirement or death. If you are married (or separated--refer back to the Marital Status section), list your spouse's data. If you are single (or engaged, living with someone, or divorced--Marital Status section), put dashes in the blanks marked Spouse.

However, you should not list any information that would reflect a negative outlook. For example, no applicant should list "Father: federal prisoner, Mother: welfare, Spouse: leader of 'Young Nazis for Christ's Sake'"--even if such is the case. Since the logic behind this kind of questioning is greatly "stretched", any applicant should feel free to "stretch" the truth concerning a family member's unfavorable employment.

Print your data in the following form.

Father's Name ____

Occupation ____

Mother's Name ____

Occupation ____

Spouse's Name ____

Occupation ____

Health

The state of your Health will be quite important to an employer. The healthier you are, the more Reliable you will be as an employee. The employer will make more money if you are at work each day, rather than if you are absent often due to illness. You will make more money too. Therefore, it will benefit you most if you can list your Health as being excellent.

Applicants often claim less than excellent Health out of habit, or by listing some minor problem. Everyone has little aches and pains from time to time. However, the Application is not the place for complaints. Very few employers ever hire applicants out of sympathy.

Whenever you deal with questions concerning your Health, first ask yourself: "Will the way I feel keep me from doing the job I want?" If your answer to this question is No, then list your Health as excellent--not good, but **excellent**.

If you do have a Health problem that **may affect your work** once in a while, the question that relates to your problem should be left blank. If the employer brings up the subject during an Interview, discuss it briefly. Have a positive attitude toward your problem. Explain that your problem will not interfere with your work often. Be able to give supportive examples. Then, put the conversation back "on the track": talk about the Good Qualities you have to offer.

Read the following example. It is the kind of Health form commonly found on Applications. The applicant who filled out this form has had a history of heart trouble. However, this applicant knows what he wants to do and what he can do well. This applicant is applying for a position in which his heart condition won't keep him from doing a good job.

General Health: Poor____ Fair____ Good____ Excellent ✓

Have you ever had: Tuberculosis______ Heart Trouble_____

Epilepsy______ Mental Illness______ Back Pain ______

Headaches______ Fainting or Dizzy Spells______________

Do you have any health limitations? NO

If Yes, explain —

Do you have a Chronic Ailment or a Congenital Disorder?______

If Yes, explain______________________

Days of work/school missed in the last year? NONE

Physician DR. J.L. PADGETT Date last Physical 9/80

In this example, the applicant has listed his Health as being excellent because his condition should not keep him from doing the job.

In responding to the "Have You Ever Had" section, the applicant has left all the spaces blank. The employer may or may not notice this or mention it in an Interview. The employer might have noticed if a dash was placed in all but the Heart Trouble blank. Note that the applicant has not checked Back Pain, Headaches and Fainting or Dizzy Spells. He has had these common aches and pains from time to time; however, these aches have nothing to do with the job he wants or his Ability to perform it.

Remember: The data an applicant gives on an Application should relate to the position wanted. Before the applicant responded to the "Limitations" question in the example, he read: "Do you have any health limitations **that would affect your performance on the job?"** To this question, the applicant said, "No".

A Chronic Ailment is a physical problem that exists all the time, or now and again over a long period of time. A Congenital Disorder is a physical problem that exists since birth. The applicant has had his heart condition since birth. Rather than list his "Chronic Ailment/ Congenital Disorder", this job-seeker has correctly chosen to leave this question blank. If asked, he will be ready to discuss his condition during an Interview. However, if the applicant had included this data on the Application, he might never get an Interview.

Many employers will require a recent physical examination of a new employer. The applicant in the example has been able to list a current date for a physical examination. This applicant well be able to start work the day after the Interview rather than wait for a physical exam. A single factor like this can sometimes mean the difference between employment and continued job search.

How are you? Print the data about your Health in the form below. Remember that your data should relate to the job you want and can do well.

General Health: Poor ____ Fair ____ Good ____ Excellent ____

Have you ever had: Tuberculosis _______ Heart Trouble _____

Epilepsy _______ Mental Illness ______ Back Pain ________

Headaches ______ Fainting or Dizzy Spells ________________

Do you have any health limitations? __________________________

If Yes, explain ____

Do you have a Chronic Ailment or a Congenital Disorder? _______

If Yes, explain ____

Days of work/school missed in the last year? ________________

Physician ________________________ Date last Physical _________

Disabilities/Physical Limitations

The subject of Disabilities and Physical Limitations may be referred to in the Health section of some Applications. If you have an obvious Disability or Limitation, you will want to deal with it directly in the Interview but not on the Application. "Obvious" includes the Disability or Limitation an employer can see. However, also included are those things that your physician or the company physician might note.

An applicant is not supposed to be discriminated against due to a Disability.

You should have considered many facts of your life when you decided what you really want to do and what you can do well. If you have a Disability, your decision to find a specific job should respect your Disability along with all your other data. This being the case, you should know that you can do the job you want. You will want to let the employer know this too.

You should **not** list any Disability or Limitation (obvious or not) on an Application. Leave questions about this area of concern blank. You will want to deal with this subject only in the Interview.

These are examples of questions often found in the Health section of Applications. Put a dash in response to each question about Disabilities and Physical Limitations that does not pertain to you.

Do you have any Physical or Health Limitations?________________

If Yes, Explain____

Do you have any Physical Disabilities?_______________________

If Yes, Explain____

Emotional or Mental Disorders

Some Health sections of Applications ask a question or two about Emotional or Mental Disorders.

Just as everyone has physical aches and pains from time to time, everyone gets the "blues" or feels nervous now and then. The "blues" is a form of depression. Nervousness is anxiety. Both are commonly described as Emotional or Mental Disorders.

Emotional and Mental Disorders have been misunderstood for a long time. It has only been since the beginning of this century that social sciences have started toward understanding.

Today an individual can consult a counselor about some Emotional or Mental problem as easily as seeing a physician about a physical concern.

You may have consulted with a counselor about some Emotional or Mental problem at some time. If so, you should already be aware that the experience was nothing with which to be ashamed (just as there is no shame in going to a physician). However, you would be wise to not indicate this experience on an Application. An employer might not understand and thus, form a negative impression of you. If included, this kind of data might invite an interviewer to pry into your personal life.

Before you respond to any questions concerning your Emotional or Mental state, ask yourself: "Will the way I feel keep me from doing the job I want?" If your answer is "No", put a dash in the appropriate blanks.

If you have been hospitalized or treated for an extreme Emotional or Mental problem, you may have a gap in your job history. If so, you should have given particular attention to covering job gaps when you made your Data Sheet. Otherwise, the question remains, "Will the way I feel keep me from doing the job I want?" A "No" to this question equals a dash in each Emotional or Mental Disorder statement.

The following is an example question:

Have you been treated for an Emotional or Mental Disorder? —

If Yes, Explain —

Family Illness

A few Applications will question the Health of your family. Unless you are the person taking care of an ill member of the family, put a dash in the blank(s) provided. This line of questioning does not relate to the job you want.

If you are the one caring for a family member who has a major illness, ask youself; "Will my situation keep me from doing my job well?" If your answer to this question is "No", you should place a dash in the blank(s). If you believe that your situation often will cause you to be late for work or have to leave early, you may leave the space blank. Then, be ready to deal with this concern if an employer mentions it in the Interview.

The following are two example questions. "How's your family?"

Do any members of your family have a Major Illness?____________

Do any members of your family have Mental Illness?____________

Workman's Compensation

Workman's Compensation is often confused with unemployment compensation by many job-seekers. This single error may cost an applicant the chance for an interview and a job. Be sure you know the difference between the two.

Workman's Compensation is a benefit an employee may receive from a company or government for having been injured while on the job. Unemployment compensation (or unemployment insurance) is money paid back by the state to an employee who has lost a job by other than his or her own fault.

Employers tend to shy away from applicants who have received Workman's Compensation. Many employers may think (however incorrectly) that the person who has drawn Workman's Compensation is accident-prone, less able to perform well due to the injury, or the kind of person who wants to be paid for staying home.

You should place your dash in response to questions about Workman's Compensation if it does not apply to you. If it does apply to you, leave these questions blank. Be ready to discuss this issue during an interview if you leave this section blank.

Answer these Workman's Compensation questions just as you will on an Application:

Have you ever received Workman's Compensation?______________

If Yes, Explain____________________________________

If Yes, Do you still have this problem?___________________

Date of injury_____________________________________

Attendance

Attendance is the second major area of concern in which employers have certain expectations. Among other things, the best person for the job is also the one who will be on the job everyday. Generally, an Application will ask about your past Attendance record.

You may be asked, "How many days of work or school did you miss last year?" Notice that this does not ask about vacation days, holidays and so forth. This question refers to days you missed when you were otherwise expected to attend. This does include "sick days" taken, even if a certain number of days was allotted you by your employer.

Of course, the lower the number of days missed, the more you will be seen as being Reliable and Dependable. Print "none" in the space provided if you missed no days of work last year. Perfect Attendance deserves more emphasis than a dash can give.

If you missed more than ten days of work during the past year, leave the space blank. As always, if you leave any space blank, you should be ready to deal with the subject during an Interview.

How was your Attendance last year? Print your answer in the lines provided.

How many days of work/school did you miss last year?__________

Explain____

Work days missed last year________________________________

How many days of work did you miss last year?_______________

Reason____

Education and Formal Training

Generally, all Applications will ask you to give your Educational history. Quite a bit of information is usually expected in this section. However, you will be able to give complete and accurate information here by using your Data Sheet.

The example given below is the kind of Education and Formal Training section most often found on Applications. As you read through the example, notice how the data has been listed.

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Primary	COOS BAY ELEMENTARY P.O. BOX 1000 COOS BAY, OR. 97420	9	64	5	70	✓	—	GENERAL	—	DIPLOMA	3.3 (4 pt. SCALE)
Junior High	COOS BAY JR. HIGH P.O. BOX 1000 COOS BAY, OR. 97420	9	70	6	72	✓	—	GENERAL	—	DIPLOMA	3.0 (4 pt. SCALE)
Senior High	MAYNARD KREBS H.S. 1600 E. MAIN St. COOS BAY, OR. 97420	8	72	6	76	✓	—	major: GENERAL minor: INDUSTRIAL ARTS	—	DIPLOMA	2.8 (4 pt. SCALE)
College	UNIV. SOUTHERN OREGON 200 COLLEGE DRIVE ASHLAND, OR. 97520	9	76	5	77	—	✓	major: BUSINESS minor: INDUSTRIAL ARTS	18 SEMESTER HOURS	—	3.0 (4 pt. SCALE)
Other	CHESBRO BUSINESS COLL. 2900 E. SANFORD St. IDAHO FALLS, ID. 83401	9	78	5	80	✓	—	major: BUSINESS minor: —	—	A.A., BUSINESS	3.5 (4 pt. SCALE)
Other	—	—	—	—	—	—	—	major: — minor: —	—	—	—
GED	Date Received: —							Location: —			

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 [✓ 14] 15 16 16+

The applicant who completed this example form has included the full Name and Address of each School. The spaces marked "Other" allows for the listing of technical schools, business colleges, correspondence schools, on-the-job training, or other colleges and universities attended. Military training and volunteer service training should also be listed under this category if they are not required elsewhere on the Application.

The applicant who filled out the example form has noted all time spent in each school and training program. You should be able to give full time you spent in school and training by referring to your Data Sheet. This information could be important in explaining some gaps in your job history.

Notice each entry in the Fields of Study and Special Courses column of the example form. The courses of study for both primary and junior high school are listed as being General. The course of study followed during high school may be listed as General, Skilled Trades or College Preparatory. The major and minor courses of study should be given for any other Education and Training listed on an Application.

A dash may be placed in the Hours Completed column for each Course of study or training completed. Successful completion of each course will be indicated in the Degree column. The Number of Hours Completed should be listed for any course of study or training that was not finished. For instance, if an applicant had left high school after the third year, listing the number of semester hours or semesters completed will help offset the lack of a diploma. Otherwise, this could be left blank to be discussed during an Interview.

The Degree column should tell an employer about any degrees, diplomas, certificates, licenses or awards received from successful completion of Education and Training. You may or may not have gotten an actual diploma when you graduated from primary or junior high school. However, indicate a diploma in the Degree column for your successful completion of each. Indicate your high school diploma in the appropriate blank. When listing any college degrees, cite the type of degree and field of study in which the degree was earned (example: B.S., Physical Education). Any other training or schooling completed should be supported by a degree, diploma, certificate, license or award. Print the words "Successful Completion", if such was the case but you received no degree, etc. Place a dash in the Degree column for each course not finished.

Notice that a space for list a GED (General Education Diploma) is provided on this form. You will want to be sure to list your GED if you have one. Some Applications will not ask for this information specifically. When such is the case, print the data concerning your GED in the blanks marked "High School" or "Other".

Here are two examples of how to include your GED data.

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Senior High GED	JOHNSON EDUCATION CENTER, 1100 N. 4th St. CARLIN, CA. 95872	8	79	4	80	—	✓	GENERAL	—	DIPLOMA	—

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Other	JOHNSON EDUCATION CENTER, 1100 N. 4th St. CARLIN, CA. 95872	8	79	4	80	—	✓	GED	—	DIPLOMA	—

Some Applications ask that you circle or print the Highest Grade Completed. As with all your data, you will want to be accurate and neat. If you have a GED, you should refer to it here.

Note these examples:

What is the highest grade you have completed? GED

GED

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 [✓ 12] 13 14 15 16 16+

Perhaps you believe that you don't have much Education or Training. You may choose to by-pass this section of an Application if you have little data to include. Leave it blank. If you know what you want to do and that you can do it well, you can still convince an employer that you are the right person for the job during an interview.

Print your Education and Training data in the following form. Consult your Data Sheet.

School	Name of School and Complete Address	From		To		Full Time	Part Time	Fields of Study and Special Courses	Number of Hours Completed	Diploma or Degree	Grade Point Average
		mo.	yr.	mo.	yr.						
Primary											
Junior High											
Senior High								major: minor:			
College								major: minor:			
Other								major: minor:			
Other								major: minor:			
GED	Date Received:							Location:			
Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+											

Future Schooling

Applications often ask, "Do you plan any future schooling?" When you answer, you should think in terms of classes or training that would benefit your work in the job you want. Perhaps you plan Future Schooling, but it is not work-related. The employer may suspect that your interest lies elsewhere if you mention it. If you are not interested in work-related schooling, you should put a dash in the space provided for your answer.

Employers appreciate workers who try to learn more toward doing a better job. Some companies provide optional training. Others provide some funding for books and courses. Still other companies pay completely for transporation, room, board, tuition, supplies and so on to education employees and, thus, insure company progess. Often, promotions and raises may depend on special training.

You may decide to leave the Future Schooling question blank if you are not sure. You can discuss this issue further during an Interview. Just remember that the job is your main interest.

If you do plan to get work-related training, indicate your intention on the Application. You should be prepared to answer Interview questions about the classes or training you want and tell how your schooling will benefit the employer.
In the example below the applicant has thought in terms of work-related schooling.

Do you plan any future schooling? Yes, in work-related field

Give this some serious thought, then print your answer in the following form.

Do you plan any future schooling? ______________________________

Position Desired

You should have decided the work you want to do by now. You needed to make your decision to begin to get the most use from this book. More important, you had to decide exactly what you want so you can succeed in your job search. Yet, your decision will yield its full worth when you actually get the job you want and can do well.

Most Applications require the applicant to state the Position Desired. This data helps an employer evaluate all the other information given. The person who lists the Position Desired as being "just any job" can hardly hope to make a favorable impression. The rest of the information on the Application will probably not support this person's Ability to do "just any job". You will be appreciated by an employer because you know the job you want and that you will be able to do it well.

Your main concern when stating the Position Desired should be to keep open other options. You know what you want so list the title of that job, but also include titles of similar or related positions.

Here is an example:

List Position Desired Warehouse man (Shipping Clerk, Truck Driver)

If you are not sure what kinds of jobs are similar to the one you want, you may follow this example:

List Position Desired Warehouse man (or similar position)

Your chances of becoming employed are increased if you show an employer that you have a specific goal but remain open to options.

What do you want? List your Position(s) Desired in each of the following sample forms.

Position Desired ______________________________

Position Desired ______________________________
(first choice) (second choice)

Type of Work Desired: (check one)

Sales______ Office______ Warehouse______ Mechanical______

Electrical______ Other(specify)______________________

Salary Desired

If is common for Applications to provide space for the applicant to specify the Salary Desired. This area could pose a problem if you have not researched the job market. You do not want to undersell yourself, nor do you want to price yourself out of the market with a wild guess.

You can do some research of the job market if you...

--Read want-ads in which salaries have been listed for positions similar to the one you want.

--Call your local employment security office and ask the range of salaries for the position you want.

--Talk with people who do the kind of work you want.

--Remember a beginner or entry-level applicant might expect to receive minimum wage at first.

You may list a specific Salary, a high-low range, or leave the space blank. However, the best response is to print "Open" in the space allowed. "Open" is a positive word that will not have you committed to a low figure or rejected for a high one.

You should be prepared to discuss Salary during an Interview. You should wait for the interviewer to bring up the subject. Then, you should ask about the benefits available before mentioning money. Good benefits can make one Salary more valuable than a slightly higher Salary with no benefits. Adjust your asking price according to the benefits, then state it.

Salary questions in an Application (or Interview) may be based on one of five basic periods--hourly, weekly, every two weeks, monthly, or yearly. You would do well to figure out the Salary you expect to get for each period.

What Salary do you desire? The following are commonly found on Applications. List your answer for each after you have checked into this matter.

Annual salary desired____________________

Monthly salary desired____________________

Salary desired, bi-weekly________________

Weekly wage required____________________

Expected hourly wage____________________

Date, Hours and Days Available

Questions about times when the applicant will be available are often included on Applications. This data will be useful in making schedules that satisfy both the employer and applicant.

You may be asked to state the Date when you will be available to start work. The Date you give should respect any scheduled events that might interrupt your work within the first few months. You should not take a job one week and still expect to go on a long-planned vacation the next week. You should not begin a job one day and still intend to keep a dentist's appointment the next.

You may be asked to list the Hours you will be available for work. The best response is "All Shifts". This response shows flexibility. If your lifestyle, family or other factors limit you to a certain shift, you can always refuse an offer for another shift. An employer could make arrangements for you if you seem to be the right person for the job.

Sometimes you may be required to list the Days you will be available for work. The best response here is "All Days". Many jobs are from Monday through Friday with a potential for over-time on the weekends. Some positions include weekend work with time-off taken during the week. Some jobs rotate workday schedules. The more you are open to options, the more chances you have to be employed.

You should already have this data recorded on your Data Sheet. Refer to your Data Sheet and answer the following:

Date available to start work ______________________________

Hours available for work ______________________________

Days available for work ______________________________

Transportation

One Application question may be concerned with Transportation. This question is intended to give the employer some input as to whether an applicant could be at work on time if hired.

Whatever means of Transportation you use, you will want it to imply Reliability. Your own car, a car pool, a public bus or commuter train are Reliable forms of Transportation. Depending on a friend or relative to drive you to work, calling a cab or hitch-hiking will not impress an employer as being Reliable.

Print your Reliable means of Transportation in the example questions below.

Do you own a car?_____ Transportation______________________

How will you get to work?________________________________

If you will be using public Transportation to get to an Interview (and to the job), find out the number, route, schedule and fare beforehand.

Driver's License

Some Applications will ask for the Number and Type of Driver's License you have. This information will be very important if you are applying for a position as a driver. However, other positions may require or allow your use of company vehicles at some time. This information may become one more thing in your favor, so be prepared.

Print your Number and Type of License in the space provided. (Refer to your Data Sheet.)

Driver's License Number__________________________________

Type of License____________________ Expiration Date________

Work Experience

The Work Experience section requires more data than any other single section--in almost every job Application. Generally, employers regard this to be the most important part of an Application. An Application functions best in outlining what an applicant can do (has done).

The Work Experience section may provide an applicant with the first chance to begin meeting a particular employer's expection concerning Skills, Abilities and Experience. However, this is also the section for which most applicants are least prepared.

You should be well prepared to list your work history. You have your Data Sheet. It should contain as much data on your Work Experience as almost any Application could ask. Your Data Sheet should be complete and accurate (even in any mended job gaps).

Refer to your Data Sheet now. Use it to complete the following Work Experience forms. List the data for your most recent job first. List your next most recent job in the next form, and so on. Notice that each form is different. Print your data as each form instructs you to do. (Of course, if you are just beginning and have nothing to list here, leave the forms blank. You will want to be prepared to offset this during an Interview.)

EMPLOYMENT EXPERIENCE

DATES EMPLOYED	COMPANY NAME AND ADDRESS	POSITION HELD	SALARY	REASON FOR LEAVING
FROM / /	COMPANY NAME	1	INITIAL $ PER	
	ADDRESS	2		
TO / /		3	FINAL $ PER	

WORK EXPERIENCE:

DATES		NAME AND ADDRESS OF EMPLOYER	SUPERVISOR'S NAME AND TITLE	RATE OF PAY	DESCRIBE YOUR WORK	REASON FOR LEAVING
FROM	TO					

EMPLOYMENT RECORD

EMPLOYER – NAME/ADDRESS	JOB TITLE	REF. CHK'D OFF. USE ONLY
	NAME OF SUPERVISOR	
	EMPLOYED FROM TO	SALARY
	NAME WORKED UNDER	
	REASON FOR LEAVING	

EMPLOYER	DATES OF WORK	JOB TITLE & DUTIES	REASON FOR LEAVING
Name	MONTH-YEAR From		
Street	To		
	Starting Salary		
City & State	Leaving Salary	Supervisor	

Military Status

Most Applications will ask for some data concerning your Military Status. The amount of information requested may range from a few lines to a detailed history.

If you are an honorably discharged veteran, you will want to accurately list all the data required. Consult your Data Sheet before you begin printing your information.

If you were in the Armed Services but received something less than an honorable discharge, you should leave this section blank. However, you should be prepared to discuss your military background if the question is asked during the Interview. Be ready to give reasonable, positive answers. Put a dash in each blank if you have never been in the service or never had to register for the draft.

Print your Military Status data in the blank form on the following page. Refer to your Data Sheet.

Are you registered with Selective Services?____________________

If Yes, list your Classification______________________________

Service Number_______________ Service Branch_______________

Enlistment Date______________ Discharge Date_______________

Discharge Rank_______________ Discharge Type_______________

Job Title____

Station of Main Duty_____________________________________

Specific Duties in Detail__________________________________

____

____

Machines, Equipment, Tools used____________________________

____

____

Responsibilities____

____

____

Number and kind of people you supervised___________________

Name and Title of your immediate Supervisor_________________

____

Training____

____

Do you have any Service related Disabilities?________________

If Yes, Explain____

As an honorably discharged veteran you are eligible for Veterns' Preference Points toward certain government jobs. You may want to keep this in mind as you begin your job search. To be granted these points, you will need to have a copy of your DD2-14 with you.

If you are a Viet Nam era veteran having trouble finding work, contact your local Veterans' Administration Office. Many V.A. offices have job placement programs and offer career counseling.

Volunteer Activities

You should include on an Application any Volunteer Activities in which you have participated. This kind of service is as important as the jobs listed in the Work Experience and Military Status sections of your Application. Volunteer Activities require certain duties, responsibilities and training. This information answers to two of the employer's major expectations. Also, this data may be essential in explaining a potential job gap.

Many Applications provide a special section in which to describe your Volunteer Activities. However, others do not. You should include your Volunteer Activities in the Work Experience sections of Applications giving no special place in which to list your service.

You should have a detailed account in your Data Sheet of your Volunteer Activities. Refer to your Data Sheet as you print your information in the following form. Of course, you should put a dash in each blank if this section does not concern you.

Name of Organization ______________________________

Location ______________________________

Kind of Organization ______________________________

Served From ____________________ To ____________________
(month/year) (month/year)

Title of Position ______________________________

Full-Time ______ Part-Time ______ Number of hours/week ________

Specific Duties (in detail) ____________________________________

____

Machines, Tools, Equipment used ______________________________

____

Responsibilities ____

____

Training ____

Certification, Registration and License

Some Applications provide space to list professional or legal documents required for certain occupations. These documents are necessary in such fields as medicine, law, engineering, teaching, aviation, public accountany, and so on.

If you have any professional Certifications, Registrations or Licenses, print your data in the form below. Consult your Data Sheet. Otherwise, put a dash in each space to indicate that you have read the form and that it does not pertain to you.

Are you currently Certified, Registered or Licensed in any profession in this state? ______________________________

If Yes, give complete information, including License or Registration number and expiration date, if any:

____

____

____

Professional Organizations

An employer may be interested in the Professional Organizations of which you are a member. Your membership will be particularly significant if the organization directly relates to the position for which you apply. However, membership in any Professional Organization will imply your Reliability and Special Skills.

Include your title when you list Professional Organizations to which you belong. Read the example form below, then refer to your Data Sheet and print you data in the blank form provided. Place a dash in the form if you do not belong to any Professional Organizations. (Do not list social clubs, organizations and extracurricular activities here.)

List the Professional Organizations to which you belong:

1.) *National Association of Broadcasters, member*

2.) *Chamber of Commerce, Treasurer*

3.) —

List the Professional Organizations to which you belong:

1.) ______________________________

2.) ______________________________

3.) ______________________________

Clubs, Organizations and Extracurricular Activities

Some Applications will ask about the Clubs, Organizations and so forth to which an applicant belongs. Basically, this information gives an employer a more personal impression of the job-seeker. Membership in a Club or Organization indicates an active person who probably has good interpersonal Skills. Being active and sociable are positive traits of a good worker.

If you do not belong to a Club, or Organization, or participate in Extracurricular (outside of school or work) activities, you will want to place a dash after such questions. It is also better to respond with a dash than to list a membership with a controversial Organization. Otherwise, list your Club, Organization or Activity and your title if you have one.

Here are some examples:

List Clubs or Organizations of which you are a member:

4-H Club, Treasurer

Do you belong to any Clubs, Organizations, etc?

Women's League, member

Clubs, Organizations *Jogging Club, member ; Quilting Club, President*

Extracurricular Activities *CYO, YMCA Basketball Team*

List any Extracurricular Activities *5Y Basketball Team, Coach/Player*

Activities *Volunteer League Worker, Candy Striper*

List your Clubs, Organizations or Extracurricular Activities here.

List Clubs or Organizations of which you are a member:

____

Do you belong to any Clubs, Organizations, etc?

____

Clubs, Organizations ____________________

Extracurricular Activities ____________________

List any Extracurricular Activities ____________________

Activities ____________________

Hobbies, Interests and Leisure-Time Activities

An employer may have a special interest in the applicant whose hobby closely relates to the position wanted. This kind of applicant has the potential of saving time and money for the employer. Because of the similarity of experience, this applicant will need less training than other job-seekers. Also, this applicant is more apt to stay with the job because it will be personally satisfying.

Read the example below. The position desired by this applicant is: Electronics Technician.

List your Hobbies, Interests and Leisure-Time Activities:

As a "HAM" radio operator, I enjoy designing and building my own equipment. I do extensive reading in technical journals concerning new technologies. I also like to build and operate radio-controlled airplanes with my son.

When you are instructed to list your Hobbies, etc., you will want to be prepared to print your own data that most closely relates to the position you want.

First, list here and on the next page all of your Hobbies, Interests and Leisure-Time Activities--anything you consider to be fun.

____

____

____

____

____

____

Now, from your list above, choose the Hobbies, Interests and Leisure-Time Activities you believe to be most related to the position you want. Print them in the first column of blanks below.

A. (Hobbies, etc.)	B. (Relation)
1. ______________	______________
2. ______________	______________
3. ______________	______________
4. ______________	______________
5. ______________	______________

In the second column of blanks above, print the reason you believe each hobby, etc. relates to the position you want. (You will write column A, but not B on Applications.) With this information, you can respond to the "Hobbies, etc." question in both the Application and Interview.

Special Skills, Abilities, Experience and Training

Applications often will ask you to list any Special Skills, Abilities, Experience and Training you have that relates to the position you want. This area of questioning concerns the very best qualifications you have to offer. The data you give here will be of extreme importance to any potential employer.

You should already have in your Data Sheet a good account of the best you have to offer. Still, this account might be improved. Most of your outstanding qualifications are contained in the following sections of your Data Sheet and your work in this chapter:

Education and Formal Training
Work Experience
Military Status
Volunteer Activities
Clubs, Organizations and Extracurricular Activities
Hobbies, Interests and Leisure-Time Activities

However, there may be qualifications you have remembered recently and have not yet included on your Data Sheet. Perhaps you have some Special Qualification that does not quite fit in any other category. You cannot list too many outstanding qualifications. Consult your Data Sheet, but also think of items you may have overlooked while you print your data in this typical Application form:

List any Special Skills, Abilities, Experience or Training related to the position you want:

____

____

____

____

Projected Future

When an Application asks about your Future Plans, you should consider the question to be a test of your motivation and Reliability.

Employers want to hire people who will stay with the company. It takes time and money to recruit, hire and train a new employee. Even after training, it may be a while before a new employee can reach full productivity.

When a employee quits before completing a certain period of productivity, the employer loses time and money invested in that person. Moreover, the employer will have to reinvest in finding and training a replacement.

It is good business for an employer to hire a Reliable and Dependable applicant. It is good for a job-seeker to show Reliability and Dependability.

When you answer any Application questions concerning Future Plans, you should indicate one (or more) of these plans:

- --You want to progress within the company.
- --You want to improve productivity or quality.
- --You want a career with the company.
- --You are interested in learning more about the company and the job you want.

Here are some examples of how you might meet the employer's expectations concerning Reliability and Dependability when stating Future Plans:

What are your Future Plans? *I want to become Supervisor of my Dept.*

List your Future Plans: *I want to help this company as much as I can.*

What do you want to be doing three years from now?

I want to become a professional (JOB TITLE).

Your Future Plans: *I want to learn everything possible about (JOB TITLE).*

You should be able to state an honest goal for your Future in the job you really want to do and believe you can do well.

Print your job-related plans for the Future in the space below.

What are your Future Plans? ____________________

____

References

The majority of Applications will ask for a brief list of people who will give reference for the job-seeker. To give "reference" is to offer information or recommendation of another person's character and qualifications. The people who provide information and recommendation concerning a job-seeker are called "References".

One myth many job-seekers believe is that employers do not contact References. This belief is false. Employers often contact References--especially when the position to be filled includes responsibility.

When you are required to list your References you will want to give the Names, Addresses, and Phone Numbers of three or four people who will each give a favorable impression of you relative to the job you want.

Consider asking some of the following people to be your References:

--Your former employers, supervisors and co-workers.
--Your former teachers, instructors and professors.
--Your minister, priest or rabbi.
--Your personal acquaintances who have job titles that indicate a high level of responsibility.
--People who have known you for a long time.
--People who can be contacted easily.

Do not list relatives (or persons living in your household) as References. Although these people could honestly discuss your character and your qualifications, an employer will not put much stock into what might be said by family members.

Do not list your doctor, lawyer, counselor, therapist, parole officer or anyone with whom you have had a similar client relationship. You could be open for personal or problem questions during an Interview if you list these people as your References.

After you have decided what people you will ask to be your References, you need to ask them. Don't assume that they will speak in your behalf. You want to be sure each person is willing and prepared to recommend you to an employer. So that each can be prepared to speak most favorably of you, you will do well to give each of your References a Job Card. (You will be making your Job Card in the next chapter.)

When listing your References, you should specify each person's full Name, Title or Occupation, Responsibility (if helpful), Address, and Phone Number.

Read these examples:

Lawrence J. Londino, Ph.D.
Department of Communications
University of West Haven
New Haven, CT 06526
(203) 555-1721

Ms. Deanna K. Pigg
Origination Director
37002 Rocky Ridge Road
Ridgeville, Ohio 44029
(216) 555-1835

Rev. Robert E. James
Mount Hope Church
Berne, Missouri 64142
(816) 555-5428

Ruth Hammond, Teacher
718 East Washington Street
Rome, Georgia 30316
(404) 555-6779

Some Applications will ask that you also state the length of time you have known each Reference.

Print the required data pertaining to your References in the forms below. List at least three.

Name ____________________
Title or Occupation ____________________
Address ____________________
Phone Number ____________________
Length of Time Known ____________________

Name ____________________
Title or Occupation ____________________
Address ____________________
Phone Number ____________________
Length of Time Known ____________________

Name ____________________
Title or Occupation ____________________
Address ____________________
Phone Number ____________________
Length of Time Known ____________________

Name ____

Title or Occupation ________________________________

Address ____

Phone Number _____________________________________

Length of Time Known _______________________________

An employer may choose to contact former employers listed in the Work Experience section of your Application. You may want to do some detective work if you have reason to believe a former employer will give unfavorable Reference. Try this: You (or a friend) can call the former employer. Say, "Hello, I'm __(x)__ of the __(x)__ company. I have an Application here from __(your name)__. I see you have been listed as a former employer from __(month & year)__ to __(month & year)__. Could you tell me about this person?"

You may not get a glowing recommendation, but you might not hear the unfavorable Reference you expected either. However, if you do get the bad Reference, you should be ready to bring it up and discuss it during an Interview.

Arrest, Jail and Conviction

A number of Applications will ask if you have ever been Arrested, Jailed or Convicted for any offense other than a traffic violation. Of course, if this does not pertain to you, you should place a dash in the blank(s) provided.

If you have been Arrested, Jailed or Convicted for any offense, there are things you should know before answering questions in this area.

Any Arrest, Jailing or Conviction short of a felony conviction will be difficult for an employer to check. Typically, you would have to sign a release form before that kind of information could be made available. If your situation did not end with a felony conviction, put a dash in each space provided.

If you have been convicted of a felony, you should leave blank the spaces provided for your response. If you have served your time, you need not mention the subject. You should be prepared to discuss it **briefly** and **positively** in case the interviewer should ask. Then, get back to telling what you have to offer as a good employee.

You should **not** list your conviction on an Application if you are on parole. Leave spaces blank for questions concerning Arrest, Jail and Conviction. However, you will want to be ready to discuss your situation during an Interview. Your parole officer will probably contact your employer after you are hired.

The following questions are commonly found on Applications. Record your data in the spaces given.

Have you ever been Arrested for anything other than a minor traffic violation?______________________________

If Yes, Explain____

Have you ever been Arrested or Convicted of a serious crime?

____

If Yes, Explain____

Have you ever been convicted of a felony?________________

If Yes, Explain____

The lines above should now have dashes in them or still be blank. If not, you should read this section and do the exercise again.

A Few Things to Consider:

--Bonding may sometimes be required before an employer can hire a person once convicted of a felony. Call your local employment office and ask for help if you need to be bonded.

--You would be wise to avoid seeking any position that might relate to the situation for which you were convicted. For instance, someone once convicted for selling drugs would do well to not apply for a Nurses Aide position.

--You may have gaps in your job history due to an Arrest and time in jail. You should have attended to this matter when you worked in the Work Experience section of your Data Sheet.

USING YOUR APPLICATION

The Application is usually the only tool used by the average job-seeker. This job-seeker will go to a company, ask for an Application, try to fill it out from memory, return it to the secretary, then go back home to wait for the employer's call. An active (but still average) job-seeker will use this same approach, but much more often.

This approach works, but it does not work very well, very often. Since only one tool is used in this common job search, the greater part of success depends on how well the tool has been made (the other part of success here depends on luck).

You could expect to get more Interviews than the average job-seeker if you were to use your APPLICATION in this common approach. Your APPLICATION will be a superior tool. Your APPLICATION will be neat and complete because you will use your Data Sheet. Your APPLICATION will be a positive view of you, relative to the job you want. Your APPLICATION will meet each employer's major expectations. However, there is no good reason for you to settle for an average approach.

Your primary goal is to get Interviews! In the end, it will be an Interview that will lead to an offer of the job you want. An Application can lead to an Interview. However, your APPLICATION may be competing with scores of others in getting an employer's attention. In the next chapter you will learn how a Job Card can draw an employer's focus to your superior APPLICATION from among all the rest. You can turn an otherwise average approach into a powerful and productive one by using a Job Card. (This is just one of the various uses of a Job Card!)

You will find that many Applications will not provide sufficient space to fully list your qualifications if you have a long and varied history. If this is your case, you should consider making a Resume. Your Resume will be a highly detailed outline of your qualifications. You will have the option to create your own Resume at the end of this workbook. You should include your Resume with each Application that stops short of asking for your complete history.

You will be learning methods in the Telephone Contacts chapter by which you may arrange Interviews by phone. You will probably not have to fill out an Application before an Interview arranged over the phone. In this case, the best use of your APPLICATION will be as an employee record--filled out **after you are hired!**

You will find that Applications differ greatly from company to company. You should also find that your Data Sheet will help you respond to most of the basic questions contained on the majority of Applications. Don't neglect your Data Sheet; use it and update it. Applications for the specific occupation you want may consistently require an area of data not covered in your Data Sheet. You should include this information in the Miscellaneous section of your Data Sheet. Also, include any information you come to remember later. The better you make your Data Sheet, the better your APPLICATIONS will be.

Your APPLICATIONS will directly meet the second and third major Employer Expectations: You will be showing that you are Reliable and Dependable, and you will list your Skills, and so forth. Yet, there is the primary concern of Appearance to be met. If you find that you just cannot print neatly no matter how hard you try, you should take your APPLICATIONS home to type them (or have a friend type them).

The following exercises consist of four actual Applications. These Applications range from being fairly simple to being complex. During the course of your job search, you may expect Applications to each require a different degree of detail. Your work in these exercises will prepare you for most of the Applications you will be giving to employers.

Refer to your Data Sheet as you perform these exercises. Use a black or blue ink pen. Take care to transfer your data neatly, without mistakes. Print your information unless instructed to do otherwise. Read and follow all instructions.

Remember: **You should include only positive information on any Application you make!** Turn back to the appropriate section of this chapter if you have some question about how you should respond to a particular item.

You (or a friend, relative, or your vocational counselor) should check your work after you finish each exercise. Determine whether all instructions have been obeyed. Determine whether you have been neat, complete and accurate. Determine if there are any corrections or improvements that can be made in the next Application. Then you should fill out the next. Repeat this process with each exercise Application.

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ips

BUILDINGS & GROUNDS DIVISION

APPLICATION

AN EQUAL OPPORTUNITY EMPLOYER M/F

DATE ____________

SOCIAL SECURITY NUMBER ___/__/____

POSITION for which you are applying:
(List 1st, 2nd and 3rd preferences)
First ____________
Second ____________
Third ____________

☐ Full Time Work
☐ Part Time Work
(Specify days and hours if part time)

NAME (Please Print)

____________ (Last) ____________ (First) ____________ (Initial) Sex ________

Present Address ________ (Street) ________ (City) ________ (State) ________ (Zip) Phone ( ) Area Code ________

Date of Birth ________ Height ________ Weight ________

Are you a U.S. citizen? ________

Are you a registered alien? Yes ☐ No ☐

Military Status: Not Applicable ☐ Eligible ☐ Veteran ☐ Res., Guard ☐ Discharge: ________

Dates served in Armed Forces: ________

EDUCATION

List elementary school, high school or university, etc. attended.

	NAME AND ADDRESS OF SCHOOL	COURSE OF STUDY	PERIOD OF ATTENDANCE	DID YOU GRADUATE?
Elementary				
High School				
College or University				
Other Training				

Have you worked for the Indianapolis Public Schools before? Yes ☐ No ☐ If yes, what did you do and when did you work?

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Schools? ________

Do you have any physical handicaps which would prevent you from performing specific kinds of work? ________ If yes, describe the defect(s) and explain the work limitations ________

Have you had a serious illness in the past 5 years? ☐ No ☐ Yes (describe) ________

Have you ever received compensation for injuries? ☐ No ☐ Yes (explain) ________

Have you ever been convicted of a felony? Yes ☐ No ☐ Are you addicted to drugs? Yes ☐ No ☐

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WORK EXPERIENCE:

(List in order, last or present employer first)

DATES		NAME AND ADDRESS OF EMPLOYER	SUPERVISOR'S NAME AND TITLE	RATE OF PAY	DESCRIBE YOUR WORK	REASON FOR LEAVING
FROM	TO					

REFERENCES:

List the names of four persons in a supervisory capacity who know of your performance in your area of employment or character.

NAME	POSITION	ADDRESS

CONDITIONS OF EMPLOYMENT:

1. If employed, you will be required to have a tuberculin test or chest X-ray each year.
2. All applications will be kept in the active file for one year unless withdrawn upon the request of the applicant.
3. In certain employment areas applicants must have the ability and be willing to climb ladders, work from scaffolds in washing windows and cleaning light fixtures, etc.
4. IPS has an Anti-Nepotism policy.

ADDITIONAL INFORMATION

Do you have any relatives employed by the IPS? Yes ☐ No ☐ If so please list below.

NAME	RELATIONSHIP	LOCATION OF EMPLOYMENT

READ CAREFULLY BEFORE SIGNING:

The information as submitted on this application is accurate to the best of my knowledge. I concur in the above statements and requirements. I understand that falsification of any information submitted on this application may be cause for dismissal from service.

X ______________________________ Signature of Applicant ______________ Date

APPLICANT SHALL NOT WRITE IN SPACES BELOW

FOR USE OF INTERVIEWER

Remarks: ______________________________

____

____

Interviewed by ______________________________ Date ______________

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A Program of Midtown Community Mental Health Center

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AMERICAN — APPLICATION FOR EMPLOYMENT

The age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

LAST NAME	FIRST	MIDDLE	SOCIAL SECURITY NO.	
PRESENT ADDRESS			TELEPHONE	
CITY	STATE	ZIP	HEIGHT	WEIGHT
PERMANENT ADDRESS			TELEPHONE	
CITY	STATE	ZIP	U.S. CITIZEN	
REFERRED BY				
RELATIVE EMPLOYED BY COMPANY? NAME/DEPT.				

IN EMERGENCY NOTIFY NAME/ADDRESS	TELEPHONE
PERSONAL PHYSICIAN NAME/ADDRESS	TELEPHONE

EDUCATION

MIDDLE	ELEMENTARY SCHOOL – NAME/LOCATION	YEARS ATTENDED	DATE GRADUATED	
	HIGH SCHOOL – NAME/LOCATION	YEARS ATTENDED	GRADUATE? ☐ Yes ☐ No	WHEN
		MAJOR SUBJECT AREA		
	COLLEGE/TECHNICAL	YEARS ATTENDED	DATE GRADUATED	
		MAJOR	DEGREE RECEIVED	
	COLLEGE/TECHNICAL	YEARS ATTENDED	DATE GRADUATED	
FIRST		MAJOR	DEGREE RECEIVED	
	MEMBER PROFESSIONAL ORGANIZATION	REGISTRATION NUMBER		
	MEMBER PROFESSIONAL ORGANIZATION	REGISTRATION NUMBER		
	SUBJECTS OF SPECIAL STUDY/RESEARCH			
LAST NAME	BUSINESS MACHINES YOU CAN OPERATE			

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HEALTH INFORMATION

GENERAL CONDITION OF HEALTH

☐ POOR ☐ FAIR ☐ GOOD

HOW MANY DAYS MISSED LAST YEAR DUE TO ILLNESS?

CHECK THE APPROPRIATE BOX "YES" OR "NO" TO INDICATE WHETHER OR NOT YOU HAVE HAD ANY OF THE LISTED PHYSICAL CONDITIONS:

	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
ASTHMA	☐	☐	HEADACHE	☐	☐	DIABETES	☐	☐	SKIN DISORDER	☐	☐	STOMACH TROUBLE	☐	☐
HEART TROUBLE	☐	☐	HIGH BLOOD PRESSURE	☐	☐	HEARING DEFECT	☐	☐	VISION DEFECT	☐	☐	SPEECH DEFECT	☐	☐

LIST ANY OTHER PHYSICAL DEFECTS OR ALLERGIES:

HISTORY OF BACK TROUBLE?
☐ YES ☐ NO

WHEN?

WHERE?

DESCRIBE CIRCUMSTANCES:

ANY LIFTING RESTRICTIONS?
☐ YES ☐ NO

PHYSICIAN'S NAME/ADDRESS

WERE YOU EVER INJURED?
☐ YES ☐ NO

WHEN?

WHERE?

DESCRIBE CIRCUMSTANCES:

EVER COLLECT WORKMEN'S COMPENSATION?
☐ YES ☐ NO

WHEN?

WHERE?

DESCRIBE CIRCUMSTANCES:

HOW LONG OFF WORK?

EMPLOYER'S NAME/ADDRESS

PHYSICIAN'S NAME/ADDRESS

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EMPLOYMENT RECORD

Include Military Experience if Applicable.

EMPLOYER – NAME/ADDRESS	JOB TITLE	REF. CHK'D OFF. USE ONLY
	NAME OF SUPERVISOR	
	EMPLOYED FROM TO	SALARY
	NAME WORKED UNDER	
	REASON FOR LEAVING	
EMPLOYER – NAME/ADDRESS	JOB TITLE	REF. CHK'D OFF. USE ONLY
	NAME OF SUPERVISOR	
	EMPLOYED FROM TO	SALARY
	NAME WORKED UNDER	
	REASON FOR LEAVING	
EMPLOYER – NAME/ADDRESS	JOB TITLE	REF. CHK'D OFF. USE ONLY
	NAME OF SUPERVISOR	
	EMPLOYED FROM TO	SALARY
	NAME WORKED UNDER	
	REASON FOR LEAVING	
EMPLOYER – NAME/ADDRESS	JOB TITLE	REF. CHK'D OFF. USE ONLY
	NAME OF SUPERVISOR	
	EMPLOYED FROM TO	SALARY
	NAME WORKED UNDER	
	REASON FOR LEAVING	

REFERENCES

NAME	BUSINESS	REF. CHK'D OFF. USE ONLY
ADDRESS	YEARS KNOWN FROM TO	
CITY STATE	ZIP	
NAME	BUSINESS	REF. CHK'D OFF. USE ONLY
ADDRESS	YEARS KNOWN FROM TO	
CITY STATE	ZIP	
NAME	BUSINESS	REF. CHK'D OFF. USE ONLY
ADDRESS	YEARS KNOWN FROM TO	
CITY STATE	ZIP	

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CURRENT STATUS

Position Wanted			If Employed, May We Contact Present Employer?	How Much Notice Given Last Employer?
Date Able To Start	Indicate Shifts You Can Work	Can You Work Weekends?	Distance From Home To Center	Method of Transportation
Salary Desired	Ever Apply This Company Before? Where?	When?	Ever Collect Unemployment Compensation?	Ever Convicted of a Felony or Misdemeanor?

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without previous notice.

DATE	APPLICANT'S SIGNATURE

DO NOT WRITE BELOW THIS LINE!

TELEPHONE REFERENCES CHECKED

REFERENCE 1	Excellent	Good	Average	Fair	Poor
Integrity	☐	☐	☐	☐	☐
Neatness	☐	☐	☐	☐	☐
Conscientious	☐	☐	☐	☐	☐
Intelligence	☐	☐	☐	☐	☐
Skill in position	☐	☐	☐	☐	☐
Cooperation	☐	☐	☐	☐	☐
Absenteeism	☐ Average			☐ High	
REASON FOR SEPARATION					
WOULD YOU RECOMMEND APPLICANT?					
WOULD YOU RE-EMPLOY?					

REFERENCE 2	Excellent	Good	Average	Fair	Poor
Integrity	☐	☐	☐	☐	☐
Neatness	☐	☐	☐	☐	☐
Conscientious	☐	☐	☐	☐	☐
Intelligence	☐	☐	☐	☐	☐
Skill in position	☐	☐	☐	☐	☐
Cooperation	☐	☐	☐	☐	☐
Absenteeism	☐ Average			☐ High	
REASON FOR SEPARATION					
WOULD YOU RECOMMEND APPLICANT?					
WOULD YOU RE-EMPLOY?					

REFERENCE 3	Excellent	Good	Average	Fair	Poor
Integrity	☐	☐	☐	☐	☐
Neatness	☐	☐	☐	☐	☐
Conscientious	☐	☐	☐	☐	☐
Intelligence	☐	☐	☐	☐	☐
Skill in position	☐	☐	☐	☐	☐
Cooperation	☐	☐	☐	☐	☐
Absenteeism	☐ Average			☐ High	
REASON FOR SEPARATION					
WOULD YOU RECOMMEND APPLICANT?					
WOULD YOU RE-EMPLOY?					

REMARKS

INTERVIEWED BY			DATE
REPORT FOR DUTY (DATE)	DEPARTMENT	POSITION	SALARY

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Evaluation Sheet

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Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section?______________________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address).______________________________

____

3) What did you like or find useful about this section?______________________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better?______________________________

____

____

5) Do you feel, after reading this section, better prepared to find a job?____________

In what way?______________________________

____

If you are willing to send us your workbook, with any notes, improvements, or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name______________________________

Address______________________________ zip code __________

Age__________ Sex__________ Race__________

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 (high sch.) 13 14 15 16 (college) 17 18 19 20 (post grad.)

Do you have any other special training? If so what kind?______________________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work?______________________________

What kind of work are you looking for?______________________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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INSTRUCTOR'S GUIDE

JOB CARD

In this section the client will be expected to understand the purpose and use of the JOB CARD. The person will be required to gather the necessary information and personal data to accurately fill in the card.

The individual will gain practice by actually filling in a JOB CARD. The client will learn how to apply the JOB CARD data in a work environment.

GOALS AND OBJECTIVES

The trainer may set a *primary goal* for the JOB CARD section. That goal is to make sure the client understands certain concepts that will assure the preparation of a neat, accurate, eye-appealing JOB CARD, one the client will be pleased and proud to present as a paper tool to prospective employers. Here are the specifics each client should be aware of in this presentation:

1. The JOB CARD will help the client become more visible to potential employers as well as help the client to be remembered.
2. Presenting a JOB CARD will be a big step toward obtaining an interview. An attached JOB CARD will make the application stand out from others. If an application is not filled out, the JOB CARD can function as a business card which the client leaves with potential employers. The JOB CARD also functions as a business card after the interview.
3. The JOB CARD is a building block. Out of the Skills Section will grow the core of the telephone contacts and set up responses to interview questions such as, "Why should I hire you?"
4. Yet the JOB CARD will not automatically get the client a job.

THE PHYSICAL SET-UP

The most desirable room is one environmentally correct: comfortable (70°) with adequate ventilation, acoustically prepared, out of the traffic flow, and not noisy. Proper soft-lighting of adequate brightness for writing is desired. It is advantageous to create an informal atmosphere with chairs grouped casually, not in rigid classroom rows. Tables are needed for the students to write on. In lieu of tables, chairs with arm rests will suffice. Smoking is optional per group decision.

The trainer could provide each client with a clipboard and pencil. Practice sheets with JOB CARDS lined off are provided in the *MANUAL*. However, if the trainer is not using the *MANUAL*, the trainer will want to prepare (in advance) practice sheets with sample cards lined off in order for the client to note the card's limitations. The trainer may also wish to hand out sample cards 3" x 5", both lined and unlined, both white and pastel colors (such as light blue or buff) both for practice sessions and for completion as an assignment.

For the visual presentation, the trainer will need a portable blackboard and chalk, or an easel on a table, 24" x 18" blank newsprint set horizontally, and black marking pens. Place the easel so that it can be seen easily by each person, and not in the shadow of light fixtures or the presentor.

SIZE OF GROUP IN RELATION TO TIME OF PRESENTATION

The JOB CARD SECTION is logically presented as the fourth unit in the *MANUAL*. Based on the presentation and by actually working through the various components, the client will develop the second paper tool which he/she will be able to give prospective employers.

For the JOB CARD SECTION, sixty minutes should be allowed. The ideal group size of six (6) could be expected to work through the material and complete the first draft of a JOB CARD within the hour allotted. However, a group with as many as twelve (12) or as few as three (3) could accomplish the same. Some components of the JOB CARD require that the trainer give individual attention to each client. A smaller group allows the use of this personal method. For a larger group, the trainer may find it necessary to use group participation, with clients giving each other individual help.

VERBAL INSTRUCTIONS

As in the previous sections, EMPLOYER EXPECTATIONS, the DATA SHEET, and the APPLICATION, the trainer has options.

1. The trainer may choose to use the *MANUAL* as the chief reference tool. Before the JOB CARD SECTION, the trainers should familiarize themselves with the material, decide pages to read, the exercise to be covered, and prepare a lesson plan. (See ROLE OF FACILITATOR.)

2. The trainer may wish to make use of only the practice sheets in the *MANUAL*. In such a case, the trainer could then suggest the clients read the *MANUAL* as an assignment. Then the trainer would rely upon personal expertise, plus group interaction, for the bulk of the presentation.

3. The trainer may present the JOB CARD material without the use of the *MANUAL* in the session. Again it could be assigned as reading material for clients to reinforce their skills in preparing a JOB CARD in the event that they want to repeat the process in preparation for another job search.

The following are suggestions for the trainer who may want to rely more heavily upon personal skills, with limited use of the *MANUAL*. (The starred *** paragraphs may also be applicable to presentation of other sections.)

***During the first few minutes of the session, a warm-up will put the clients at ease. The trainer facilitates introductions. The trainer will tell a little about personal background and work so that the clients identify the trainer more as a person than a function.

***The trainer then asks the clients to introduce themselves and tell a little about themselves. (Ideally, clients will have been provided name-tags so that they may feel free to chat with one another and offer help to one another with positive suggestions. The trainer may also have previous knowledge of the clients, perhaps even experience in working with them.)

Introduce and explain the JOB CARD and its physical preparation, its components (e.g., 3" x 5" card in white or pastel colors), and as the trainer does so, the trainer may wish to prepare one as a sample on the blackboard or easel. The trainer asks a volunteer for information to do the first JOB CARD as an example for the group. The trainer then elicits the necessary information from the volunteer, using the group as a resource. As the trainer gathers information from the volunteer, the trainer prints it on the blackboard or newsprint (job card sample). Eliciting information from the volunteer means that the volunteer tells the trainer what information to put where on the card.

EXAMPLE: (Trainer asks): "What's you name? Where does it go?"

Thile this is being done the trainer instructs the rest of the group to do a JOB CARD of their own concurrently, following the procedure below.

1. (NAME) Instruct the client to write his/her name in the upper left corner of the card, using capitals and lower case letters. The first name is to be followed by the last or surname.
2. (TELEPHONE NUMBER or NUMBERS) In the upper right corner write the telephone number where client may be reached or where someone will take a message.
3. (Client should skip a line, or leave a space.) Write in the following words: POSITION WANTED, or POSITION DESIRED. Then list the position or positions if job titles are similar.
4. (Client should skip a line, or leave a space.) Write in the following word: SKILLS. Then list experience, skills and abilities.
5. (Client should skip a line, or leave a space.) Instruct the client to write in a description of the working conditions desired, such as "day shift preferred," or "full-time work," or "seeking part-time work." *This component is optional.* If used, *do not* write in the words "working conditions."
6. (Client should skip a line, or leave a space.) Instruct the client to write in three personal qualities that describe the client in a favorable way, such as "accurate," "willing to learn," "energetic." *Do not* write in the word "qualities."

***The trainer may then ask for a volunteer to come before the group. The trainer will question the volunteer, and ask for suggestions from the group, as the client fills out a sample JOB CARD at the easel or blackboard. The client should decide upon the terms to be used before the client prints them. When the JOB CARD is complete, the client may return to the group with the sample. (With a small group, each client may prepare their own JOB CARD in like manner. Either then, or at some later time, they can transfer the information to a sample card for proper spacing. Preparation of the final JOB CARD may be done as an assignment because the stipulations require the card to be typed, type-set, or printed legibly in black ink.)

The following are more detailed instructions for the trainer, with a number of concrete suggestions, questions, and comments about components:

1. What's your name? We don't want your nickname. Where is it printed on the card?

2. Okay, so you don't have a phone. Can you make arrangements for a friend or relative to take messages? Ask that person if you may use their phone number. Where does the number go? Where is it printed on the card?

3. Do you skip a line? What comes next? If you have more than one position desired, then it is better to list both if they are very similar. Make separate cards if they are dissimilar.

4. What comes next? Do you want to say, "Skills? Qualifications? What?" How much experience do you have? Formal? Put down the months or years? Informal? Add the two. That's your total amount of experience which may be stated as "Four years, formal and informal experience as an auto mechanic." What else can you do? Remember, it should be related to the job you want. Describe skills and abilities pertinent to the position. Use short phrases as space is limited.

5. Do you skip a line? Are you sure you want to put down working conditions? Maybe day-shift is too limiting? Would you work second shift? Would you take part-time work if you thought it might lead to a permanent job?

6. Do you skip a line? What are your good qualities? Are you good with numbers? 'Getting to work on time' is okay, but is there a better word, like punctual? How many do you want to list? Since it's just three, shouldn't they be your best?

BASIC USES OF THE JOB CARD

The trainer should explain the uses of the JOB CARD. It is up to the trainer's discretion to decide whether this material should come before, or after the explanation of the method of preparing a card. Or perhaps the trainer may wish to draw upon this information several times, as a motivating factor. A knowledge of the uses should strengthen the desire to do the best the client can to prepare the most effective JOB CARD possible.

1. A JOB CARD is given to a prospective employer when the client is not allowed to fill out an application. The client may say, "Will you keep this card in your file?" and then arrange to check back regularly.
2. If the client is allowed to fill out an application, the client may attach the card with a paper clip to the upper right hand section of the application.
3. The JOB CARD may serve as a business card given to an interviewer.
4. The JOB CARD may be given to the client's references, so that they are apprised of the client's job search.
5. The JOB CARD may be given to friends, relatives, passers-by, those people who may be of help in the client's job search.
6. The JOB CARD may be posted on bulletin boards at supermarkets, or other stores, or community centers.

ROLE OF FACILITATOR or TRAINER

The trainer is the authority figure for the JOB CARD section. The trainer seeks to have all clients pay close attention as the JOB CARD components, and uses, are explained, and as a sample JOB CARD is worked out at the blackboard or easel.

As the trainer works, he/she seeks to make this a group-centered activity. Because the clients should be brought into the process, the trainer needs to create an atmosphere in which the clients feel free to express themselves. The client may want:

1. To raise his hand and ask questions, or simply interject the questions.
2. To ask for clarification, "I don't understand," or "Please repeat."
3. To object, "That part seems dumb. Why should I do that?"
4. To show concern, "I don't have any work experience," or "What do you call skills?" or "How much would they really care about my past?"

The trainer should keep an eye on each individual to identify those who are not completely in accord with the group activity, such as:

1. Those who seem completely lost.
2. Those who don't pay attention.
3. Those having trouble with a word choice or spelling.
4. Those not willing to participate.
5. Those who cannot read or write, or who have visual problems.

When a volunteer is brought to the front to work on a JOB CARD, the trainer should give that volunteer the first chance to complete the material alone. If the client is unable to answer, the trainer should open the point up for group interaction. However, the trainer should try to avoid creating a situation in which the group makes the decision for the individual. The decision-making process, and the accompanying responsibility for getting accurate information on the card, is solely the client's.

As the volunteer writes, a comfort level is being established. No one will want to write or say something about themselves that they don't believe. For example, if the client arrives at an "experience statement" in front of the group, and later feels uncomfortable with it, the client can discard it and rewrite it.

During the process, it is important for the trainer to verify information, checking it out for clarity and accuracy, by asking the volunteer such questions as, "What did you do at the body shop (restaurant, factory)?" "How many years have you handled your own financial affairs at home, things like writing checks, making deposits, balancing your checkbook? Would you be able to say, 'I have __ years of informal experience as a bookkeeper?' "

In trying to help clients determine a statement about their skills, the trainer starts with two basics: OPERATIONS and MACHINES. Here are some sample questions regarding OPERATIONS: "Can you take vital signs?", or "Can you type 60 words per minuts?", or "Can you put a carburetor together?".

Here are some sample questions regarding MACHINES: "Can you use an IBM electric typewriter?", "Can you operate a computer?" "Which type?", "Can you use (electric) power tools?"

The trainer should attempt to link the client's skills to what the client thinks is important about the aspects of the job in which the client is interested, as well as what is realistically important to the job.

The trainer should remember that the "Working Conditions" section of the JOB CARD is optional. The trainer should help the client decide what is important, what is too limiting, what should be omitted. If space is at a premium, perhaps the client should consider omitting the entire section. If the decision is to include it, the trainer might suggest such things as: "is 'day-work' too limiting? Would you work evenings? Maybe second-shift? Then consider putting, 'Will work flexible hours.' "

The trainer should help the client make decisions about the client's own good qualities, and might suggest to the client such words as: careful, honest, healthy, mature, reliable, quick to learn. The client may choose, or discard, or supply others. If the qualities have negative connotations, the trainer may say, "That's fine. But do you think it might be better if you said __________ ?"

The above material, with one client working at the board, should take approximately 30 minutes. During this process, the trainer continues to encourage the client to "build" the card individually. The trainer may repeat the process for each client, if there is a small group. If it is a large group only one or two more may be chosen as examples. Then those left seated may work on their own practice sheets. The trainer should allow time for the clients to work independently, and after a time lapse of several minutes, the trainer may go around the room and ask clients to share aloud parts of their JOB CARDS.

Either during the process, or when the group has finished, the clients should be encouraged to help each other, compare notes, strengthen each other's written work. An exchange of ideas will benefit the group.

The final step is to have the information transferred to a card. This is most appropriately done as an assignment for later use.

The trainer must believe in what is being presented and convey the idea that it works. There must be no hint that this is "just another piece of paper." Rather, it is an important and effective tool. It is not guaranteed to get the client a job, the trainer may say, "I've seen it work. I know it works. It makes you different from 9 out of 10 job seekers. It shows you have put more effort into the job search. It shows you know what you are doing. Because it works it should be done with just as much accuracy and completeness as possible."

CLOSING REMARKS

The trainer may wish to give an oral quiz at the end of the JOB CARD section. A suggested quiz is given in the *MANUAL*. The trainer may prepare an original one based on experiences and observations of the trainer while making a presentation.

The trainer should re-emphasize the importance of the JOB CARD.

The completion of an accurate and complete JOB CARD should be an assignment project. Remind the clients that it can either be typed, type-set, or printed in black ink. The trainer should again suggest to the client that working through several practice cards will refine the language on the card so that it presents the client in a favorable light, and fits into the allotted space. When the client has an acceptable JOB CARD, according to his/her own standards, and one that meets all the trainer's criteria, the job-seeker should prepare the final form.

The trainer may suggest that the client prepare a dozen cards to start, pointing out that more will be needed later.

You, as well as most job-seekers, will use various "tools" in trying to gain an employer's attention. You have already learned about some paper tools--the Data Sheet and Applications.

Less ordinary uses of the written word to impress employers include newspaper ads in which job-seekers advertise their desire to work. People have handed out handbills or have even worn T-shirts or sandwich-boards that read "HIRE ME". These tools are unique, but the impression potential employers get may not be favorable.

However, a unique tool that is received favorably by employers is the Job Card.

Job Card

In learning how to construct and use a JOB CARD, you will gain an extra paper tool that is unique, yet practical and worthy of an employer's expectations.

Also, as you build your JOB CARD, you will be performing an exercise vital to later training. By writing the brief statement of your Skills, Abilities, and by adding your Good Qualities, you begin to develop a vocabulary you can use when speaking with employers. Pay attention--what you do here will help you with your Telephone Contacts and Interviewing skills, as well as provide you with your own JOB CARD.

A Job Card is a 3-inch by 5-inch card, lined or unlined, on which you have briefly stated your personal data basic to being considered for employment. Your JOB CARD informs a potential employer of your Name, Phone Number, the Job you desire, the Skills you possess, the Working Conditions you prefer and your Good Qualities as a worker. Simply, your JOB CARD will tell the employer why you should be granted an interview.

Remember what employers expect of the people who are coming to them for a job? The three basic expectations are:

1.)____

2.)____

3.)____

Your JOB CARD will meet these Employer Expectations in the following ways:

Expectation 1: APPEARANCE

Because the paper tools you use will be Neat and Well-organized, your JOB CARD will show Good Appearance. The effort and care you put into making your JOB CARD, will be a **visual** indication of how you will perform on the job.

Expectation 2: ATTENDANCE and PUNCTUALITY
(Dependability and Reliability)

You will probably tell the employer that you are Reliable, etc. in the GOOD QUALITIES section of your JOB CARD. (Also, because you have been motivated to make yourself a special tool for your job-hunt, your JOB CARD will imply your Dependability

Expectation 3: SKILLS
(Experience, Abilities, and Good Qualities)

Your JOB CARD will meet this expectation because your Experience, Skills and Abilities will be stated briefly in the SKILLS section.

In this chapter you will learn to develop and use a simple paper tool, different from standard paper tools you will use. You will want to use the Job Card often in your job-hunt because it is different. The unique size, color and content will insure you a higher profile among the applicants competing for the employer's approval. There will be many situations in which your JOB CARD will serve you.

MAKING YOUR JOB CARD

You will need to get some 3-inch by 5-inch index cards. You may select either lined or unlined cards. (Typically, the unlined cards are more attractive.)

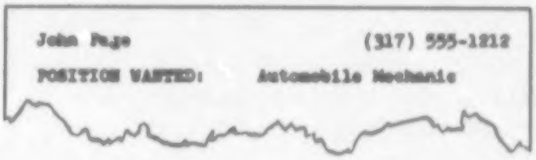
White cards will do. However, consider this: 99% of all job applications are printed on white paper. A white Job Card will blend in when attached to an application. Because the idea is to have your JOB CARD noticed, a colored card is better. Beige, buff, cream and light shades of yellow, tan and blue work best. The color you choose should permit readability, be attractive and businesslike. For these reasons, avoid colors like hot pink, dark brown or dark blue, green, orange, red and purple.

Next, you must determine the means by which your information will be printed on the card. It may be typed (you may do it yourself if you are a good typist), printed by a quick-print shop, or hand-printed in ink. Do not write your information or use a pencil. Whatever means you use to record your information, make sure that it is **NEAT**.

Now that you know a Job Card is a 3-inch by 5-inch index card on which your personal data is typewritten, typeset, or hand-printed in ink, you may begin creating your own. You want the employer to know who you are. With the card positioned so the 5-inch sides are top and bottom, you will want to print your NAME in the top-left corner. Introduce yourself by your proper name--no nicknames.

Having stated your name, you will need to tell the employer how you can be contacted. You should print your PHONE NUMBER in the top-right corner of the card, across from your name. List the number of a reliable friend or relative where a message can be left for you if you do not have a telephone. Be sure to notify the person accepting your messages that you are expecting calls from employers.

Now the employer knows your name and how to get in touch with you, but what do you want? You want a job. Tell this to the employer. Leaving a space below your name and phone number, on the left-side of the card, you will print the words "POSITION WANTED" (or "Position Desired", "Job Wanted", or "Job Desired"--as you prefer). Next to this, you will print the Title of the job you want. You may choose to include more than one title. However, if the jobs that interest you are quite different, consider making a separate card for each position. Now print your Name, Phone Number, and Position Wanted in the blank Job Card on the next page.



John Page (317) 555-1212

POSITION WANTED: Automobile Mechanic

Next, you will want to tell the employer what you have to offer. On your JOB CARD, this area of concern is entitled Skills (or, Experience or Qualifications--as you prefer). The SKILLS section of your JOB CARD informs the employer of the length of your Experience, the Skills and Abilities you possess. Since this is the most important part of your JOB CARD, you will want to take time and care in constructing it.

First, in the SKILLS section you will want to indicate your Experience as the total length of time you have spent doing anything relating to the position you want. Below, figure your total Experience in months and/or years.

________________ years months "Paid" employment relating to Position Wanted.

+ ________________ years months Informal work, volunteer work, hobbies, etc. relating to Position Wanted.

+ ________________ years months Training, education, etc. relating to the Position Wanted.

= ________________ years months Total length of Experience.

JOB CARD 4

You may want to delete this element and emphasize your Skills and Abilities if your total is less than six months or you feel you do not have any Experience relative to the position you want.

Next, you will want to compile your Skills. These include all the things you can do now, pertaining to the job you seek. List every Skill you have that might be useful in the position you desire:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

In your JOB CARD you will want your SKILLS statement to be brief, concise and as complete as possible. From the list above, choose 2, 3 or 4 Skills you believe to be most important to the job you want.

____________________ ____________________

____________________ ____________________

Now, you will want to write your Skills in the form of a statement. This is an example of how Skills may be stated:

(John Page) 1 year experience working with American and foreign-made cars, can use all hand and power tools, expert in tune-ups.

To form your statement, begin with the sum of your Experience. Then, follow with your most important Skills. You need not worry with making complete sentences; however, the phrases you use should deliver complete meanings.

Write a statement of your Skills:________________________________

____

____

____

JOB CARD 5

Now, you can tell an employer the length of your Experience and the important Skills you possess. You will want to include your most important Abilities to complete the SKILLS section of your JOB CARD. Remember that Abilities are those things you are able to do that are transferable from one job to another--"Transfer-ability".

For instance:

--A typist who wants to be a cashier has the Ability of being "Good with hands".
--A Nurse's Aide who wants to be a Salesperson has the Ability of being "Good with People".
--A person whose hobby is building model ships in bottles, may be seeking a position as an assembler of electronic printed-circuit boards. The Ability here might be stated "Accurate in assembling miniature parts".

List the Abilities you have that might transfer to the position you want:

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

Check-mark 2 or 3 of your Abilities that you consider most important to the job you want. You may decide to choose more, emphasizing your Abilities if you feel your Experience and Skills are few.

By adding your most important Abilities to your Experience and Skills, you will have completed your SKILLS statement.

This is an example of a complete SKILLS statement:

(John Page) 1 year experience working with American and foreign made-cars, can use all hand and power expert in tune-ups. I am good with customers and exact in handling cash sales.

In the following space, assemble your complete SKILLS statement. Begin with the length of time you have acquired Experience, listing the number of months and/or years. Next, include your most significant Skills. Then, follow with your important Abilities. Remember: If you feel one area is weak, accent another.

JOB CARD 6

Write your complete SKILLS statement: ______________________________

____

____

____

____

____

In the partial card provided print your Name, Phone Number and the Position Desired as you did on your previous card. Leaving a space below the words "POSITION DESIRED", print "SKILLS" on the left side of the card. Begin your SKILLS statement on that same line. Your SKILLS statement will take more lines than any other section of your JOB CARD. Remember, list the length of your Experience, your Skills and your Abilities relative to the position you want.

John Page **(317) 555-1212**

POSITION WANTED: Automobile Mechanic

SKILLS: 1 year experience working with American and foreign made cars, can use all hand and power tools, expert in tune-ups. I am good with customers and exact in handling cash sales.

JOB CARD 7

After your SKILLS section, you may choose to use one line to tell the employer the Working Conditions you prefer. This is optional, depending on the space you have left on your JOB CARD. Working Conditions means: hours, shift, part-time or full-time work, permanent or temporary employment.

Examples include:

--Desire day-shift, full-time work.
--Available for all shifts.
--Seeking part-time work, 20-30 hours per week.
--Prefer career-oriented position.

What Working Conditions do you prefer? You may make a one-line statement to suit your needs or choose one from the examples above.

Write the WORKING CONDITIONS you prefer:

The last line of your JOB CARD should tell the employer your Good Qualities. You will describe the kind of worker you will be in a very few words.

This is a list of some Good Qualities:

Accurate
Careful
Conscientious
Courteous
Creative
Dependable
Energetic
Eager
Fast-learner
Hard-working
Honest
Healthy
Mature
Motivated
Prompt
Punctual
Reliable
Responsible
Self-starter
Quick to learn
Willing to learn

Select from this list or think of others. Decide three words that describe your own Good Qualities as a worker.

Write your GOOD QUALITIES:

JOB CARD 8

Now that you have decided the Working Conditions you prefer and your own Good Qualities, you can complete your JOB CARD. Print your Name, Phone Number, Position Desired, and Skills in the card provided below. Remember to be NEAT. Then, leaving a space after the last line in your SKILLS section, print the Working Conditions you prefer. Leaving a space after the Working Conditions, print the three words that best represent your Good Qualities as a worker.

John Page (317) 555-1212

POSITION WANTED: Automobile Mechanic

SKILLS: 1 year experience working with American and foreign made cars, can use all hand and power tools, expert in tune-ups. I am good with customers and exact in handling cash sales.

Prefer full-time work

Reliable, Prompt and Willing to Learn

Congratulations, you have just completed your first JOB CARD. You now have a special paper tool that sets you apart from the majority of people seeking employment.

The more you work at perfecting your JOB CARD, the more perfectly it will work in getting you work. Make your JOB CARD as neat as you possibly can. Be sure your SKILLS section is brief, yet complete. Since your SKILLS statement is the most important information, omit the Working Conditions if more space is needed. Consider making a separate card for each different kind of job you want.

PRACTICE

John Page (317) 555-1212

POSITION WANTED: Automobile Mechanic

SKILLS: 1 year experience working with American and foreign made cars, can use all hand and power tools, expert in tune-ups. I am good with customers and exact in handling cash sales.

Prefer full-time work

Reliable, Prompt and Willing to Learn

Now, you will want to buy some index cards and begin making a supply of Job Cards.

How might they differ from the ones you have done here? Different colors? Hand-printed in black or blue ink? Typed or typeset? Separate cards for various positions desired? Still more attention to neatness? Can the text be more commending of the employer's attention?

The sooner you make your JOB CARDS on 3-inch by 5-inch cards, the sooner you can use them.

JOB CARD 10

USING YOUR JOB CARD

It makes for a waste of time and effort to go to a company and find that you are not even permitted to fill out an Application. By means of your JOB CARD, you can leave something with the employer other than a quickly fading memory.

For example:

--You may say, "Thank you very much. But I am really interested in working for this company. Could you please keep this card on file? I will check with you again in a couple of weeks."

--You may hand the person to whom you are speaking your JOB CARD. It functions as a business card or calling card.

In these situations, your JOB CARD introduces you and provides the employer with a permanent record of your visit, despite the fact that you were not permitted to file an Application. Your use and obvious care in the construction of your JOB CARD demonstrates your **initiative, interest** and **motivation** to the employer.

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Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Some Things to Remember When Using Your JOB CARD

When you are not allowed to file an application, leave a Job Card. Most employers will accept it.

Check back with the companies where you have left Job Cards. Each visit you make at each particular place, will make you more familiar to the employer. Your second visit emphasizes your interest and motivation. It also makes the employer more familiar to you--a benefit when you get an interview with that person. On the second visit you may say you have new information to add to your JOB CARD. This will allow you to see if your card has been filed. If so, print on the card the date you will be available to begin work. If your card has not been filed, write this new information on another Job Card and offer it. Probably, this one will be filed. If you are really interested in working for this company, try this tactic again and again.

If offered an application, fill it out. **Never** use the Job Card in place of an application. Rather, attach your card to the application. By attaching your JOB CARD to the upper-right corner of your application with a paper clip, your application will be the one that is special, apart from the others. Employers won't mind you doing this. Carry some paperclips with your JOB CARDS.

You will want to give a Job Card to each person you have asked to provide reference for you. Your references will be able to recommend you relative to the information contained on your JOB CARD.

It makes sense to use your JOB CARD. It looks different, feels different and draws the employer's attention to you. Thus, it affords you more of an opportunity to be the one chosen for an interview.

JOB CARD 12

After the Interview

Leave your JOB CARD, as a business card, with the employer at the end of the interview. Thank the interviewer for the time spent with you, arrange for a follow-up phone call, then hand the employer your JOB CARD.

--You may say, "Here is some information about my job skills and the phone number where I can be reached."

Remember the SKILLS and GOOD QUALITITES sections of your JOB CARD. These elements of this paper tool are basic to the verbal tools you will soon learn to devise and use. Skills and Good Qualities will form the core of the "hook" in your Telephone Contact, and are basic to answering interview questions such as "Why should I hire you?"

JOB CARD 13

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Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

JOB CARD QUIZ

Circle the answer you think most correct:

1.) What is a JOB CARD?

- A. A unique tool you can use to attract an employer's attention.
- B. An application.
- C. The card you get when Employment Security sends you to a job.

2.) A JOB CARD is:

- A. A 3-inch by 5-inch index card.
- B. A sandwich board.
- C. A T-shirt, any color but white.

3.) A JOB CARD is how big?

- A. 6-inches by 4-inches.
- B. Bigger than a double-breasted bread box.
- C. 3-inches by 5-inches.

4.) The color of a JOB CARD should be:

- A. Hot pink, so the employer really notices it.
- B. Clear--unique and chic.
- C. A pastel, such as light blue.

5.) A JOB CARD should be printed in this way:

- A. Hand-written in ink.
- B. Hand-printed in pencil.
- C. Hand-printed in ink, typewritten, or typeset.

6.) A JOB CARD tells an employer:

A. That you're looking for a job.
B. That you'll be back later.
C. Your Name, Phone Number, Position Desired, Skills, Working Conditions preferred, and your Good Qualities as a worker.

7.) A way to use your JOB CARD is:

A. Paste it to your shirt.
B. To fan yourself, if you're nervous during an interview.
C. Leave it at a company when you aren't permitted to file an application.

8.) Another way to use your JOB CARD is:

A. Attached to your resume.
B. Attached to your application.
C. Attached to your ear with a staple, so as to loose weight while also seeking employment.

9.) Still another way to use your JOB CARD is:

A. Put it in your pocket.
B. Give it to an employer after an interview.
C. In place of an application.

10.) You never want to use a JOB CARD:

A. When the employer will not allow you to fill out an application.
B. Attached to your application.
C. In place of an application.

1) A, page 1 6) C, page 1
2) A, page 1 7) C, page 11
3) C, page 1 8) B, page 12
4) C, page 3 9) B, page 13
5) C, page 3 10) C, page 12

jist®
Job Information and Seeking Training Program

Evaluation Sheet

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section? ______________________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address). ______________________________
____

3) What did you like or find useful about this section? ______________________________
____
____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better? ______________________________
____
____

5) Do you feel, after reading this section, better prepared to find a job? __________
In what way? ______________________________
____

If you are willing to send us your workbook, with any notes, improvements,or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name ______________________________
Address ______________________________ zip code __________
Age __________ Sex __________ Race __________

high sch. college post grad.
Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Do you have any other special training? If so what kind? ______________________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work? ______________________________

What kind of work are you looking for? ______________________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

1001 WEST TENTH STREET • INDIANAPOLIS, INDIANA 46202 • (317) 630-6971

TELEPHONE CONTACT

The client will learn how to develop the best telephone contact possible in relation to skills, abilities, and interests by formulating the four basic components and learning how to use them effectively.

The client will be expected to work through the material as presented, to practice making phone calls, and to make actual telephone contact with prospective employers using the non-traditional job seeking tool as efficiently as possible. Clients will be encouraged to schedule job interviews.

GOALS AND OBJECTIVES

THE PRIMARY GOAL

Helping the clients become adept at using a non-traditional job seeking tool, the TELEPHONE CONTACT, is the primary goal for the trainer. He/she will assist clients in assembling the "verbal tools" to make their job search experience a positive one. Just as the JOB CARD makes the clients visible, the TELEPHONE CONTACT makes clients heard.

The client's primary goal is to work up as polished a TELEPHONE CONTACT as possible so that prospective employers will grant interviews.

SOME SECONDARY GOALS

The trainer will have many secondary goals aimed at accomplishing the primary goal. He/she will want to develop a file of facts that will convince clients of the soundness of the rationale of the TELEPHONE CONTACT approach such as:

1. Between 65% and 75% of all job seekers are hired because of their direct contact approach to employers. Personal contacts, cold contacts, and making oneself known to employers are the chief informal and direct contact methods used.
2. 85% of all unfilled jobs are "hidden," that is, not listed with employment agencies or advertised in any publication. Clients who "round up" all the possibilities using the phone book listings and making TELEPHONE CONTACTS before undertaking a "knocking at the door unannounced" approach have a better chance to get a job.
3. Clients will save time, gasoline, shoe leather and money by making TELEPHONE CONTACTS before setting out on a job search. It is the most efficient way to use job search time and effort.

The trainer will want to encourage clients to utilize their time in developing these basic areas in order to make effective use of the TELEPHONE CONTACT as a tool:

1. Create contacts from listings in the yellow pages, business directories, or other sources.
2. Seek jobs at any company or organization that hires people equipped with the clients' special skills or abilities, whether that firm has advertised an opening or not.
3. Anticipate problems with TELEPHONE CONTACTS and develop responses that will turn a negative situation into a positive one.
4. Assess any special skills, qualities, abilities, and interests in relation to the job desired and be able to express these.
5. Learn how to assertively confront an employer in direct contact and convey the information which the employer needs to know. Use of this special tool will dispell fear of direct confrontation.
6. Use the TELEPHONE CONTACT to reinforce procedures and other techniques that will be used in this or future job searches. For instance, to prepare better JOB CARDS.

What the TELEPHONE CONTACT will allow the client to do is this: to translate information that has been put down on paper into a verbal presentation. Now the client has begun to speak the language of the employer and has more potential for success.

THE PHYSICAL SET–UP

The trainer should allow 60 minutes for the TELEPHONE CONTACTS presentation. An ideal group size is six, because of the highly individualistic nature of developing telephone techniques. For maximum effectiveness, the group size should not exceed 12.

If circumstances would warrant assembling as many as 100 clients, the trainer would need to adjust the presentation significantly, perhaps making use of more lecture methods. In this situation the trainer would be naturally limited in the use of frequent group interaction techniques.

An environmentally correct room would be desirable. For the first portion of the presentation, clients will feel comfortable in an informal situation; chairs may be grouped randomly if chairs with clipboards or arms are used, or 5 to 6 chairs around each table if accessible. The trainer should furnish workbooks if they are to be used. In lieu of workbooks, the clients may work with pads of paper. In either case, pencils with erasers should be furnished.

An easel, on the trainer's table, with blank 24" x 18" newsprint and colored marking pens, or a blackboard, would be advantageous.

The trainer may seek to add the following equipment which has not been used in previous sessions:

1. Toy phones, or disconnected phones, one for every person or one for each two people.
2. Tape recorders, half as many as there are in the group. If there are enough recorders available, one per client is also workable.
3. At least one blank tape for each tape recorder.

During the second half of the presentation, the trainer may want to reposition the chairs for using the toy phones and tape recorders. Here are suggestions:

1. Two chairs, back to back with one phone used by a client, or two phones which can be used by two people.
2. Two chairs, back to back, with one phone used by a client, and a third chair for a client to sit at the side as one who observes and critiques the presentation, or two phones used by two people and the third person to critique.

Repositioning may be desirable when the tape recorders are to be used also. Here are suggestions:

1. Two clients work with a single taperecorder at the table, or with their two chairs grouped together. Each tapes his/her TELEPHONE CONTACT, and plays it for the two of them to hear. Later the tape may be played for the entire group.
2. Each client tapes his/her message alone and listens to it alone. Later the message may be played for the entire group. If time allows the message may be re-taped and replayed for improvement. If this procedure is chosen, clients should sit alone while recording.

For very large groups, the use of individual phones and/or tape recorders may be a hindrance, except as in a demonstration before the entire group.

ROLE OF THE FACILITATOR

THE TRAINER'S STANCE

In working to help clients achieve their best TELEPHONE CONTACT technique, the trainer will find that previous group experience is a great advantage. Although by necessity the trainer must remain the authority figure, the same general principles will hold true for the well-seasoned trainer as well as for the novice. He/she should seek to maintain at all times throughout the session a stance that is *open, energetic, flexible, respectful of the knowledge of the group, projective of his/her own expertise, attentive to what is being said by the clients, helpful, and equalizing.* By utilizing these qualities, the trainer will facilitate a more interactive style.

Although the qualities which are likely to hinder the effectiveness of the trainer's role are rigidity and control, it will be necessary to use these qualities to some degree during this presentation. The trainer will find that it is necessary to be rigid in the style of TELEPHONE CONTACT the client learns. He/she will find that clients who learn to use certain stock phrases, and continue to use them until the message is near perfection, will gain confidence in their ability to make the contact.

The clients will be reading the contact message for the first few times but after that it should be committed to memory. The TELEPHONE CONTACT will probably be used before it can be perfected, therefore it is important that the client adhere to the form chosen by the trainer in order to get the message across in 30 seconds without interruption from the employer. If the client is allowed any freedom in word choice at first there might be disastrous results. Stumbling over words, trying to introduce himself/herself, fumbling for the correct words, will break down self-confidence, destroy belief in the tool, and lessen chances for the client to get an INTERVIEW.

Trainers using this technique originally found it very effective when the client adhered to the form, so the trainer should insist on this rigidity but explain the rationale behind it. Clients should also be told that when they have mastered the TELEPHONE CONTACT, they will be allowed to ad lib and add some words and bits of information that will make them feel more comfortable with the situation.

TELEPHONE CONTACT should be linked to other parts of the JIST program such as EMPLOYER EXPECTATIONS, THE DATA SHEET, and THE JOB CARD. A successful presentation will show the clients the relevance of the previous material and their paper work, and will link this section to future presentations, especially the INTERVIEW. A smooth TELEPHONE CONTACT will give the client the ability to conduct a quality face-to-face INTERVIEW.

SPECIFIC POINTS FOR STUDY

The trainer will want to emphasize the points that clients should work at to achieve a good TELEPHONE CONTACT such as:

1. Voice: tone, quality, and pace
2. Adjusting content of message
3. Anticipating responses of prospective employers

It should be pointed out that when the client is using the telephone both in practice and actual calls, the tone of his/her voice will give the listener a distinct picture of the caller. Clients should be encouraged to practice these good tones when making calls:

1. Enthusiasm
2. Sincerity
3. Brightness
4. Confidence

The trainer may wish to assume the role of a job seeker and present his/her own TELEPHONE CONTACT for the group. He/she may demonstrate different tones of voice including whiney, dull, mellow, bright, hyped-up, and ask clients to respond with their impression of the caller in each case. Clients should recognize the good tone qualities so that they can practice them.

The trainer may want to direct clients toward a measured pace. A demonstration of how the material can be presented in 30 seconds will be useful. Demonstrations of "staccato" or "plodding" calls may be made for comparison. The clients' impressions of the caller in each case will reinforce the lesson in pacing the TELEPHONE CONTACT.

As the clients practice their calls, the trainer may offer two devices that will in themselves inject more enthusiasm and a higher pitch to the caller's voice. Suggest that each client practice these exercises:

1. Try smiling as the message is read into the telephone.
2. Hold the paper up in front of the face rather than bending over it to practice the TELEPHONE CONTACT.

Clients may practice making calls to each other and as suggested, a third client may listen and offer a critique. The trainer will also want to move around the room, listening as calls are practiced, and when he/she has allowed sufficient time for everyone to participate, the clients can be brought into a group structure with the question, "How did everyone do?" Next, the clients are asked to read their presentations before the group for practice and discussion.

The trainer should anticipate some resistance among the clients. One might say, "I don't want to say that I'm dependable and reliable." The group may have suggestions for other phrases or words that the client will feel more comfortable in using. The client is encouraged to take a very active part in the presentation, not passively expecting the others to do the work. The trainer's role is one of support, positive suggestions, and facilitating group participation. Problems are often more easily resolved by the peer group rather than by the trainer. As clients read TELEPHONE CONTACTS aloud, only constructive criticism should be allowed, only ways to improve should be given by the group or the trainer.

The trainer should pay particular attention to the flow of speech. If there is a gap, such as words left out, or ideas that seem disconnected, or incorrect information that act as a stumbling block for the client, suggested adjustments can be made with this phrase, "That was good, Joe; do you think it could sound even better if you tried ______?"

As is practiced in all training sessions, time should be allowed after each presentation for the group to comment, praise, applaud. This basic step encourages good group relationships and aids in the success of the program.

An actual TELEPHONE CONTACT will be the client's first direct meeting with a prospective employer. Although the client may feel very confident in making a smooth presentation, the trainer should point out several employer reactions, and offer suggestions for handling these. (*This information is described in full in the* PHONE BASICS AND SURVIVAL TACTICS of the TELEPHONE CONTACTS SECTION *of the Workbook.)*

VERBAL INSTRUCTIONS

The trainer will need to decide about how much of the material can be covered in the presentation and whether he/she will want to use the Workbook in its entirety or only part of it. If the Workbook is used, the trainer will want to familiarize himself/herself with the exercises and perhaps duplicate some of them for the clients' use. (Some of the exercises cover several separate pages in the Workbook and separate pages handed to the clients will eliminate some flipping back and forth through the book.)

The following suggestions are made for the trainer who wishes to rely chiefly on his/her own expertise and provide some of the tools from that expertise.

1. Set forth goals and objectives for the presentation such as:
    - A. Perfecting the TELEPHONE CONTACT as a tool.
    - B. Obtaining an INTERVIEW through the contact.
2. Emphasize the use of other tools that have been prepared in making up the worksheet that will be the basis of the TELEPHONE CONTACT message, such as the JOB CARD.
3. Give clients a worksheet on which to enter information that will include the four major parts of the TELEPHONE CONTACT:
    - A. The name *(who you are)*
    - B. The job *(what you want)*
    - C. The hook *(what you have to offer)*
    - D. The goal *(the INTERVIEW)*

4. A suggested TELEPHONE CONTACT message:

> *"Hello, my name is John Doe. I am interested in a position as an auto mechanic. I have two years experience working with American and foreign cars; I can operate all power tools required. I am very conscientious and a hard worker. When may I come in for an interview, and with whom will I be speaking?"*

COMPLETING THE WORKSHEET

The trainer should explain the four components of the information requested on the worksheet and the reasons for using a rigid format. If there are client objections, the trainer will want to dispell these while reassuring the clients that this form has been tried and it does work. By making use of repetition and redundancy in this learning experience, the trainer will reinforce the rigid concept of the beginning TELEPHONE CONTACT.

As clients are led to complete the worksheet, they should be asked to write down the four components, one below the other, leaving adequate blank space to fill in the needed information later. The trainer may want to write these on the blackboard or easel:

1. The NAME
2. The JOB
3. The HOOK
4. The GOAL

Clients will be directed to work only on the first question, writing in the name they will use. Each client should be asked to read aloud the answer, saying, "Hello, my name is __________." This procedure may be used with each of the four components, or the trainer may wish to have each client read the combined answers after each component is completed. The the client, after completing the second part would say, "Hello, my name is __________. I am interested in a position as an auto mechanic." And so on, until all four components are completed.

Answers to the third component will require more work in order to list clients' skills and good qualities. In order to select proper words, clients should be referred to their JOB CARDS for information. Then they should be instructed to write several sentences using such lead words as *"I have ____ years experience," "I can use these tools,*__________*," "I am good at* _______*," "I can do* __________*."* However, clients should be encouraged to use their own phrases to express their skills and good qualities so that they will feel comfortable with them when using them.

The statement that all clients should use in writing the fourth component is, *"When may I come in for an interview, and with whom will I be speaking?"* After all clients have written this statement and read it aloud and in context with the first three components, the trainer should have used only about 30 mintues of his/her presentation time. Now the clients are ready to practice. At this point the trainer may wish to break up the group as suggested with toy phones and tape recorders to facilitate the practice exercise.

THE PRACTICE SESSION

The entire group may be separated into smaller groups of three. The clients playing the part of employer and prospective employee are seated back to back. The third person sits to the side to observe and critique for improvements in the presentation. After each client fulfills one role, the roles are switched until each client has played all three parts. In other words, each client performs three different functions: prospective employee, prospective employer, and observer. The time suggested for this exercise is ten minutes.

If only one tape recorder is available, the trainer may tape each client's presentation and play a few for the group to hear and critique. If there is a tape recorder for every two clients, then each one tapes his message and each plays it back. The two critique each other. If each person has a tape recorder, he/she tapes and listens to his/her tape. Each person may follow this same procedure several times until the time is used up. The time suggested for this exercise is ten minutes.

There are certain problem areas that the trainer should watch for when clients are making their presentations, and should point these out to the group, reminding the clients to listen for such things as:

1. *Content* – does the message contain all four basic components?
2. *Comfort and ease* – Does the speaker sound as if he/she feels comfortable and at ease with the words being used?
3. *Enthusiasm* – Does the speaker sound like he/she really wants the job?
4. *Natural vs. canned presentation* – Which impression does the speaker give? At first the material will probably sound as if is memorized, which is acceptable, but as the client gains practice, the TELEPHONE CONTACT will sound more natural.
5. *Conversational* – Does the presentation give the impression it is being read from a paper? Ease will come with practice.
6. *Well-paced* – Is the presentation too fast? Too slow? Timing should reveal that the client can make the TELEPHONE CONTACT in 30 seconds or less without hurrying. Using a stopwatch may help to demonstrate this.
7. *Positive vs. negative* – Does the overall presentation evoke a positive or a negative response from listeners? What will help to change a negative presentation to a positive one?

The last information the be presented deals with projected problems which could arise from the actual phone calls and the prospective employer's responses. This exercise should involve the whole group in discussion of possible replies to the following questions:

Q. *Whom should the caller ask to speak with?*

A. The person who can hire the client, the person in charge of the job he/she is seeking. Ask for that person by name or by title. Do not ask for the personnel department. If the name and/or title is not available, simply to into the presentation and *shotgun* it. That is, tell the message to everyone who comes on the phone. In using this technique, the client hopes that someone will refer him/her to the person who can do the most good in setting up an INTERVIEW.

Q. *How should the caller respond to the question, "Why are you calling?" when asked by the receptionist or someone who is acting as a screen for the employer?*

A. The prospective employee should answer simply, "I am calling on personal business," or something similar. Clients should be encouraged to be creative, but should not make up stories. The caller should *never* say, "I am looking for a job."

Q. *How should a client respond to the statement, "This is the personnel department."?*

A. Give the presentation because there is still a chance to get through to the person who actually will do the hiring. Follow up on the presentation. Ask for an interview with whomever answers the call.

Q. *What should the caller do if he/she does not get connected to the right person?*

A. Be persistent. This may involve a *shotgun* approach; just make sure that everyone who comes on the telephone gets an earful of the presentation.

The trainer may find that objections to the TELEPHONE CONTACT will be voiced when problem areas are discussed. Clients may make statements such as, "I don't believe that using the phone to get an interview is the right thing to do," or "None of this makes any sense." Again the trainer should play up the advantages, restate the rationale and the clients' goal. One good argument is that if the TELEPHONE CONTACT method is used, the clients may make as many as 30 calls in an hour. Then the trainer can ask, "How many at-the-door calls could you complete in an hour's time?" The answer should serve as a spur to pursue this route, the TELEPHONE CONTACT.

CLOSING REMARKS

PRACTICE, PRACTICE, PRACTICE

The most profitable assignment the trainer can make is one of practice. That old saw, practice makes perfect, can be applied to the TELEPHONE CONTACT, and when it is perfected, the TELEPHONE CONTACT will make a unique, valuable, and well-rounded tool. The clients' goals should be these:

1. Achieve a level of proficiency that allows freedom of speech without stumbling, confusion, or hesitancy when making a TELEPHONE CONTACT by practicing on the message.
2. Only when this proficiency has been attained should the client consider ad-libbing, changing some of the vocabulary, or adding pieces of information that will allow their identity to come through the TELEPHONE CONTACT as an individual.

Whatever changes are made must conform to and include the four basic components of the TELEPHONE CONTACT: name, job, hook, goal. and no changes may be made until the client has demonstrated to him-self/herself and to the trainer the proficiency and capability needed to be able to branch out individually.

3. Whether by practicing alone, with friends, or using a tape recorder, the client should be able to make ten basic TELEPHONE CONTACTS during the practice session for the feedback from others.

4. Clients should be encouraged to use the basic TELEPHONE CONTACT as soon as possible. There is danger of getting bogged down in working for perfection in this area. For success, clients must move ahead. Some of the best practice a client gets is from calling an actual prospective employer even if the presentation is not perfect.

5. Other ways of getting practice with actual employers are:

   A. Depending upon the set-up, the client may get to use an actual work phone where the rest of the group and the trainer can listen and critique the call afterwards.

   B. If it is not possible to use the real telephone in the group setting, the client should be encouraged to go home and begin to make phone calls. Clients should be told, "This is a unique tool which works a lot of the time, but there will be some rejections and some failures, so don't be discouraged." By persisting the client can get better and come closer to success.

   C. If the client is fearful of making calls, or seems to get "uptight" when he/she does make a call, the trainer can follow several procedures to make the caller loosen up and feel more confident.

      1) The trainer may make an actual telephone call to an employer in the presence of the client using the client's TELEPHONE CONTACT message.

      2) Make known to the clients the places that regularly give interviews without screening to every caller such as employment agencies that hire on a temporary basis, or places that transportation causes problems. Perhaps there are no buses to the area, or there are other obstacles. This will save the client time and let him/her be more selective in making their TELEPHONE CONTACT.

During the practice calls, clients should always seek to have a smooth, even flow of words and ideas. Voices should carry the tones of vim and vigor over the wire to the prospective employer. If the wording still seems uncomfortable, clients should be referred to the JOB CARD for additional wording so that they can continue to practice.

A QUIZ

As a conclusion to the session, the trainer may wish to give clients a quiz. There is one in the Workbook at the conclusion of the TELEPHONE CONTACT section, followed by answers. The quiz is designed to be used either as an oral or as a written exercise. The trainer should feel free to provide any method of testing that he/she feels comfortable in using, but since this particular session lends itself to oral recitation it is desirable to test each client's proficiency in the use of the TELEPHONE CONTACT.

You already know that 85% of all available jobs are "hidden". You know that most people only consider the "visible" jobs--those listed in classified ads or by employment agencies, only 15% of all possible positions. You have learned that many traditional job-hunting "tools" are not effective. However, you have knowledge and paper tools that will set you apart from the typical job-seeker. Now, you need to begin assembling "verbal" tools.

The first verbal tool you will want to develop and use is the Telephone Contact.

Telephone Contacts

About 65-75% of all jobs are obtained through informal methods--personal contacts, "cold contacts", and by making oneself known to employers.*

Remember: You don't have to know a job exists at a particular company before you check there. You have learned to think of the Yellow Pages as being a large collection of want-ads. It only makes sense to use the telephone to answer those "ads" and create your own contacts.

Oh, you can make personal visits to as many companies as each day allows, hoping to apply for a job and perhaps get an interview. However, is this the most efficient use of time and effort? No, not if you cannot get past those receptionists who say, "Sorry, no openings". The Job Card will help with this, but unless you can speak with the people who do the hiring, your visits will not be ideal contacts.

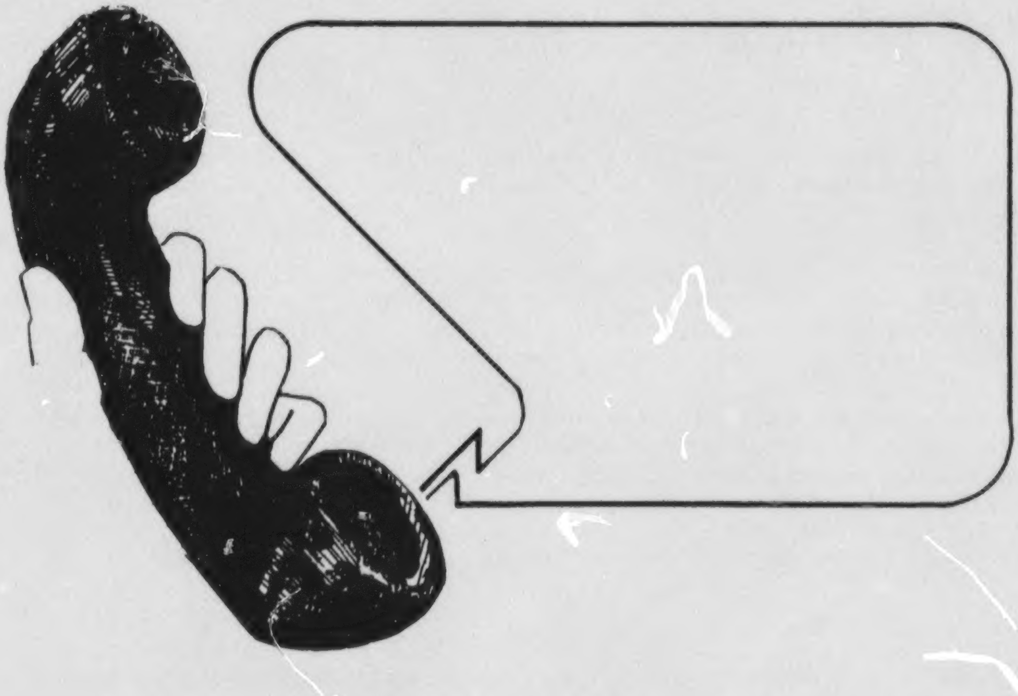
*Granovetter, "Getting a JOB: A Study of Contacts and Careers", Harvard University Press, 1974.

By making major use of the telephone in your job search:

- --You will save time.
- --You will contact many companies in a few hours, rather than a few companies each day.
- --You will gather information quickly and easily.
- --You will more likely make "contact" with the person who does the hiring.
- --You will know what to expect before you visit a company, if you have already phoned for an interview or to fill out an application.
- --You will save money.

In this chapter you will learn to construct and use an important verbal tool--your TELEPHONE CONTACT. You will put together a phone presentation that will help you get the interviews you want (not the actual job, few people are hired over the phone). Your presentation will be the means by which you answer those Yellow Pages want-ads, as well as the traditional want-ads. You will be able to use the telephone for gathering information to decide your next step.

In the blurb provided, write what you might say to a potential employer if you were to make a Telephone Contact right now.



Your TELEPHONE CONTACT will be a brief statement telling an employer who you are, the position you want, what you have to offer, and that you want an interview. Your presentation will meet the expectations employers have.

The three basic expectations are:

1.) ______________________________

2.) ______________________________

3.) ______________________________

Expectation 1: APPEARANCE
Because your TELEPHONE CONTACT will be well-organized and practiced, you will sound like ("appear to be") the person who can do the job.

Expectation 2: ATTENDANCE and PUNCTUALITY
(Dependability and Reliability)
In the "hook" of your TELEPHONE CONTACT you will probably tell the employer that you are a reliable and dependable worker.

Expectation 3: SKILLS
(Experience, Abilities, and Good Qualities)
Also, in the "hook" you will be informing the employer what you can do relative to the position you want.

You have already made a unique paper tool helpful to constructing this verbal one. By now, you should have the Job Card you put together printed onto 3-inch by 5-inch cards. Keep a Job Card handy as you begin to learn the mechanics of Telephone Contacts.

The Basic Parts of a Telephone Contact

There are four basic parts to a complete Telephone Contact.

1. The NAME (Who you are)
2. The JOB (What you want)
3. The HOOK (What you have to offer)
4. The GOAL (The interview)

These are examples of how each part of the Telephone Contact is used:

1. The NAME "Hello, my name is ______________________".
   (your first and last name)

2. The JOB "I am interested in a position as a
   ______________________________".
   (job title)

3. The HOOK (In this part you will state your Experience, Skills, Abilities and Good Qualities. Consult your Job Card.)

4. The GOAL "When can I come in for an interview, and with whom will I be speaking?"

The NAME

When you wish to speak with someone new, you usually greet the person and introduce yourself by name. It is common courtesy to do so. When you are making Telephone Contacts, it is not only courteous, it is essential to introduce yourself. Phone calls from nameless strangers are never well received. You want potential employers to notice you, so begin each Telephone Contact with a greeting and your NAME.

This common greeting is recommended for use in your initial TELEPHONE CONTACT. Write your first and last name in the space provided:

"Hello, my name is ______________________________."

Remember to always give your first and last name. Do not begin on a first-name basis. This is not a casual call. Everything you say in this brief contact should prove to the employer that "you mean business".

The JOB

After you introduce yourself, you must tell the employer what you want. Don't force the prospective employer to guess. You want a position. You will want to be specific, yet tactful in saying this.

The first of these example statements is recommended for use in your initial TELEPHONE CONTACT. Write the job title of the position you want in each blank. You will want to read each statement aloud to decide which one you like best.

"I am interested in a position as a ______________________________

____."

"I am a qualified ____."

Notice, the word "position" is used in the first example rather than "job". This is a tactful way of saying what you want. The employer's response to the word "job" is likely to be defensive. It is too easy for an employer to "hang up". So, don't hang yourself with poorly chosen words.

NEVER SAY:

"I'm calling about a job."
"I wonder if you have any jobs."
"Do you have a job for me?"

Little things like this make a big difference. If you doubt it, make ten calls--five using the recommended statement and five with the word "job". Compare the results.

The HOOK

The HOOK may be the most important part of your telephone presentation. It is a brief statement of your Experience, Skills, Abilities, and Good Qualities relative to the position you want. This is what "hooks" the employer and makes it worth listening to you. Your HOOK will set you apart from the average applicants.

You will want your HOOK to show **action**. Tell the employer what you have done. Then, emphasize what you can do and can offer. Each person's HOOK will be different.

These examples illustrate two approaches.

--HOOK for a machinist:

"I have two years experience as a machinist's helper. I can operate various drill presses, punch presses, lathes and saws. I am very accurate and a hard worker.

--HOOK for a beginner:
"I'm eager to learn and I'm a hard worker."

You should have printed some Job Cards by this lesson. Get one now, but handle it with care--THERE'S A HOOK IN IT! (If you have just handed out the last of a large stack of your Job Cards and have yet to make new ones, you may refer to page ___ in this workbook.)

To make your own HOOK, you will use the SKILLS and the GOOD QUALITIES sections of your Job Card. These sections of your Job Card should already be brief and complete. You need only consider how you might put your Skills and Good Qualities into a conversational form.

For example:

John Page (317) 555-1212

POSITION WANTED: Automobile Mechanic

SKILLS: 1 year experience working with American and foreign made cars, can use all hand and power tools, expert in tune-ups. I am good with customers and exact in handling cash sales.

Prefer full-time work

Reliable, Prompt and Willing to Learn

John Page's JOB CARD

John Page's HOOK: "I have one year of experience with both American and foreign-made cars. I can use all hand- and power-tools. I am good with customers. And, you will find me reliable, prompt and willing to learn."

Read the SKILLS and GOOD QUALITIES sections of your Job Card aloud. You may want to change some of the wording as you read. When you are comfortable with what you hear yourself saying, write your HOOK in the space below.

____
____
____
____
____
____
____
____
____

The GOAL

Your GOAL for each Telephone Contact is to get an interview, whether you are seeking a position or are interested in gathering information.

You are not likely to reach your goal through **passive** phone calls.

DON'T BE AFRAID TO ASSERT YOURSELF. Your approach will be more successful if you are **assertive**. You want an interview. To prove your interest, as well as better prepare yourself, find out when and by whom you will be interviewed. Again, the first example is recommended for your initial TELEPHONE CONTACT.

> "When may I come in for an interview and with whom will I be speaking?"
> "When may I come in for an interview? Is the person with whom I'll be interviewing, the person in charge of hiring for this position? What is that person's name?"

During each Telephone Contact, you should make every attempt to secure your GOAL--an interview. How will you ask for an interview? Write how you will approach the employer for your goal.

____

____

____

____

____

____

____

____

YOUR TELEPHONE CONTACT

Now it's time for you to put the four basic parts of your TELEPHONE CONTACT together. You will probably be most comfortable with the recommended phrases. Write the basic phone contact you will use.

Your Name: ____

Your Job: ____
____

Your Hook: ____
____
____
____
____

Your Goal: ____

____

____

____

You will want to rehearse your presentation with friends and family. Rehearse it aloud to yourself until it sounds right for you. Your practiced efforts will be rewarded.

So, PRACTICE!

30 Seconds and Throw-away Calls

Your TELEPHONE CONTACT is designed to attract an employer's attention to you in a very short period of time. As you practice, begin timing yourself. After making contact with an employer, you should be able to deliver your full presentation in 30 seconds. Don't rush; be natural. You want your TELEPHONE CONTACT to flow evenly, smoothly.

If, after you begin making actual calls, you find you are often interrupted, you should practice more. Each pause in your presentation will be a chance for the employer to say, "Sorry, no openings". You don't want the employer to speak until you have stated your NAME, your JOB, your HOOK and your GOAL.

The first few times you use your TELEPHONE CONTACT, it may sound "canned". It will become natural the more you **read, practice, use** and **memorize** it.

After you have memorized your presentation, the best practice you will get will be from making actual calls. If you are not fully confident, make some "throw-away calls". These are calls you make in which the outcome is not important to you. Call the companies least on your list of likely employers. If you do not get an interview, you don't care. **Practice** is the GOAL in this exercise. If you do get an interview, you have practiced your TELEPHONE CONTACT and gained the chance to practice in an interview situation.

Vim and Vigor

How interested are you in getting a job? Do you really want to work? The answers to these questions may indicate how enthusiastic you are about getting a job. Your level of interest will be indicated by your voice as you make your phone contacts.

Knowing and practicing your basic TELEPHONE CONTACT will increase your confidence. However, you will have to show your spirit with your voice.

If you sound uninterested, you will likely get an equal response. If you sound sad, the employer may feel sympathetic, but sadness doesn't qualify you for a job.

Practice your presentation before a friend. Ask how you sound. A good idea is to record your TELEPHONE CONTACT on a tape recorder. When listening to the recording, do you sound convincing? (If you don't have a tape recorder, borrow one from a friend or the public library.)

With Vim and Vigor in your voice, you will sound like ("appear to be") the person interested in doing the best job.

Some Things to Remember When Making Telephone Contacts

Do not address the person you're calling by first name. Using the interviewer's first name may make that person uncomfortable and give the impression that you are overly pushy or aggressive.

If you are calling from home, keep the background noise to a minimum.

When you get an appointment for an interview, ALWAYS repeat the time, day and date of the interview, and the interviewer's name. WRITE DOWN THIS INFORMATION!

STOP, the "graduate course" follows. You should be able to make successful phone contacts now. The following section will not be of best use unless you have mastered the basics.

Phone Basics and Survival Tactics

By this time, you should be able to recite your telephone presentation smoothly and comfortably. If not, you would do well to practice it rather than continue here. Test yourself: From memory, write your basic TELEPHONE CONTACT.

When making a Telephone Contact, be brief and to the point. Sound businesslike, but not abrupt. Do not allow yourself to be interviewed on the phone. (Very few people get hired over the phone.)

Getting To The Person Who Can Hire You

Your GOAL is to get an interview. Ideally, you will want to speak with the person who can interview and hire you. Ask to speak with that person before you begin your presentation.

Perhaps you know the name of the person in charge of the job you want. You may have learned it from family or friends, or by calling the company and asking, "Who is in charge of the (x) department?" If you know that person's name, use it.

"Hello, I would like to speak with (person's name)."

If you do not know the name, ask to speak to the right person by title. Most companies are organized into departments or units. A manager, supervisor, or director is in charge of the work for a particular department. Ask to speak with that person.

> "Hello, I would like to speak with the manager, please. Could you tell me the name of that person?"
>
> "Hello, I wish to speak with the supervisor of the ___(x)___ department. Tell me, what is the supervisor's name?"
>
> Once you reach the right person, deliver your presentation.

If possible, you will want to avoid the Personnel Department. Most applicants try Personnel first, or they are connected to that department because they said, "I want a job". The Personnel Department has so many applicants and so few jobs that it functions most in rejecting, rather than accepting applicants. You don't want to be "screened out". However, you should follow through with your presentation if your call gets routed to Personnel.

Each Telephone Contact you make will put your presentation to the test. If you are constantly being interrupted, practice more. If you are getting interviews, you'll soon be employed.

The Secretary Keeps Asking Why You Are Calling

As you make your calls, you will usually speak with a secretary or receptionist first. The secretary cannot hire you, so ask for the person who can. It is standard procedure in most companies for the secretary to ask your business with the person you are trying to contact.

How will you state your business? Consider these options:

--Tell the secretary you are seeking a position with the company. This is true, but you may be channeled to Personnel rather than the person you want.

--Say it's "personal business". This is true and will likey get you your connection.

--Be creative. A good reason to be calling is to discuss an issue important to the employer. With this in mind, a person applying for a secretarial position might say:

> "I'm calling in regard to methods of increasing administrative support for line staff."

"I'm calling in reference to current clerical staffing patterns.

Whatever reason you give for wishing to speak with the employer, you will want to sound like you mean business. If you accomplish this, you will be less apt to get the run-around. Try the next approach if you are not comfortable with this one.

There is a way to avoid asking for specific people and responding to questions about why you are calling. This method is called "Shotgunning". In shotgunning, you will use your presentation on each person with whom you get connected.

Shotgunning depends on the element of surprise. With each person who answers the phone, 1-2-3-4, you fire off your NAME, your JOB, your HOOK, your GOAL. Bang! You will have confronted each person with the unexpected--a job-seeker with a dynamite presentation. They will have to react.

If you choose this method, chances are you will be routed to Personnel. However, some people will connect you with the person who will do you the most good. Why? Simply because you have not called to ask if somebody, somewhere could give you a job. Rather, you have presented yourself as a unique individual with some real things to offer.

When you use the shotgunning method:

--Use your basic phone contact with everyone with whom you get connected.
--Write down the name of each person with whom you speak. Ask, when the name is not volunteered. You will be prepared if you have to retrace your steps in the future.
--If you do get routed to the Personnel Department, give them your presentation. It is a gamble. But you have nothing to lose. Perhaps there is an opening. Otherwise, consider the time spent as the best sort of practice.

"Sorry, No Openings"

During any contact you make, someone may say, "Sorry, no openings". The secretary may say it, or the employer--it doesn't matter. What does matter is how you react. Average job seekers will quit here. If you are told that there are no openings after you have presented your basic phone contact, you can still demonstrate that you are above-average and merit a second look.

Consider these examples:

"I am very interested in working for your company. When may I call back, concerning the position I want?"
This demonstrates your Motivation and Persistence. It compliments the employer's company. It gives you another chance. Get a specific date; time is optional. Keep a written record of the date. Call back as scheduled.

"I am sure my skills will apply to other positions. What positions are available? When may I come in to discuss this with you?"
This demonstrates your Flexibility, Initiative, and Knowledge of what you can do.

"Do you know of any companies similar to yours that would be interested in a person with my skills?"
This demonstrates your Initiative and Motivation. It may also get you valuable job leads.

These responses may be used separately or in combination. PRACTICE saying them aloud. At any time, one of these questions could turn a dead-end call into a profitable one.

Getting an Interview

If you have constructed your basic TELEPHONE CONTACT with care, if you practice and use it in making calls, you will probably be asked in for an interview.

You will be close, but your GOAL will not be secure until the conversation is over. The employer may have further questions. You do not want to be interviewed over the phone. However, you should be prepared to answer and ask certain questions. Here are three areas for which you should be prepared. Write your answers in the space provided.

--Briefly expand on the Skills you have already presented.

--Briefly expand on the reasons you would be a good employee.

--List questions you have concerning the company and the position for which you will be interviewed. (This demonstrates your Interest and Motivation, while making you more informed. NEVER ask about wages at this time.)

Avoid getting caught in a telephone interview. Answer basic questions, then say, "Perhaps we could discuss my experience and qualifications further--when I come in for an interview."

If all is going smoothly, the employer is reacting to you rather than the opposite. You are in control--keep it!

Before this conversation ends, you must have written down the interviewer's NAME, the company ADDRESS, the DATE and TIME of the interview.

Now, Practice what you will say when the employer wants to interview you, or questions you on the phone.

TELEPHONE CONTACTS QUIZ

Circle the answer you think most correct:

1.) A TELEPHONE CONTACT is:

A. A brief statement telling an employer who you are, the position you want, what you have to offer, and that you want an interview.
B. An electronic switch inside a telephone.
C. Your Job Card.

2.) The basic parts of a TELEPHONE CONTACT are:

A. Copper, Zinc, Mercury and Venus.
B. Your NAME, your PHONE NUMBER, the JOB you want, and the WORKING CONDITIONS you prefer.
C. Your NAME, the JOB, your HOOK, and your GOAL.

3.) When introducing yourself, you should:

A. Just give your first name as a friendly gesture.
B. Give your last-name first and first-name last as you would on an application.
C. Give your first and last name.

4.) When telling the employer what you want, it is best to say:

A. "I wonder if you have any jobs."
B. "Do you have a job for me?"
C. "I am interested in a position as a (position title) .

5. Your HOOK is:

A. A shephard's staff the secretary uses to yank you out of the Boss's office, if you get "gonged" during an interview.
B. A brief, concise statement of your Experience, Skills, Abilities, and Good Qualities relative to the position you want.
C. Everything printed on a Job Card.

6.) Your HOOK is:

A. Your Job Card.
B. Taken from the SKILLS and GOOD QUALITIES sections of your Job Card.
C. Taken from the WORKING CONDITIONS section of your Job Card.

7.) Your GOAL is:

A. To do telephone comedy sketches like Bob Newhart.
B. To be passive when speaking with an employer.
C. To get an interview.

8.) You should be able to present your basic TELEPHONE CONTACT in about:

A. 30 seconds.
B. 30 eons (and a day).
C. 30 minutes.

9.) You should NEVER:

A. Practice your TELEPHONE CONTACT.
B. Write down the interviewer's NAME, the company ADDRESS, the DATE and TIME of your interview.
C. Ask about wages during your TELEPHONE CONTACT.

10.) If an employer wants to interview you on the phone; you should:

A. Hang up immediately.
B. Go ahead with it.
C. Answer basic questions, then suggest discussing your experience and qualifications when you come in for an interview.

1) A, page 3
2) C, page 3
3) C, page 4
4) C, page 5
5) B, page 5
6) B, page 6
7) C, page 7
8) A, page 9
9) C, page 15
10) C, page 15

Evaluation Sheet

**Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.**

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section? ____________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address). ____________________

3) What did you like or find useful about this section? ____________________

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better? ____________________

5) Do you feel, after reading this section, better prepared to find a job? __________

In what way? ____________________

If you are willing to send us your workbook, with any notes, improvements, or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name ____________________.

Address ____________________ zip code __________

Age __________ Sex __________ Race __________

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 (high sch.) 13 14 15 16 (college) 17 18 19 20 (post grad.)

Do you have any other special training? If so what kind? ____________________

Are you currently employed? yes____ no____

If not employed, how long have you been out work? ____________________

What kind of work are you looking for? ____________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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INTERVIEW

The client will become thoroughly familiar with interviewing skills by: 1) watching a mock interview; 2) participating in several interviews playing role of employer, job seeker, and observer; 3) being interviewed by the trainer; 4) reviewing and discussing responses to typical interview questions, especially those that pose problems; and 5) formulating his/her own best answers to typical questions.

As all previous job seeking techniques are reinforced, each client should be able to make a good first impression in the interviews with prospective employers, presenting a good appearance, proper manner, and accurate paper tools, and answering with courtesy and confidence the questions that relate to skills and work history. By meeting all three criteria: 1) appearance; 2) reliability, dependability, punctuality; 3) skills and abilities, the client will fulfill the employer's expectations and be closer to obtaining a job.

GOALS AND OBJECTIVES

FOR THE TRAINER

The primary goal is to begin to prepare the clients to present themselves in the best possible manner in all INTERVIEW situations.

Clients should be provided with as much practice interviewing as possible so the material for this section is presented in two segments which lend themselves to presentation on two consecutive days. The trainer will find the following specific suggestions helpful in establishing goals for the clients.

1. Clients will be guided to formulate responses to several specific INTERVIEW questions which will "sell" them to employers.
2. Instruct clients in ways to turn negative aspects into positive attributes.
3. Explore the best ways to handle physical handicaps in the INTERVIEW situation.

4. Problem questions will arise for each client and these should be studied and responses formulated that will be comfortable for the client to use.

5. Instruct clients in ways to handle illegal questions in an appropriate manner.

6. Apprise clients of the several ways in which an employer may end an INTERVIEW and help them be prepared to handle the turn down, the call back, or the job offer.

7. Inspire clients to do the following exercises for self-improvement:

   A. Compare all the information about his/her interviewing manner against the *Interview Check List.*

   B. Answer questions on the *After Interview Self-Quiz.*

   C. Rate himself/herself according to the *Employer's Observation Form.*

The trainer should seek to assess and pin-point problem questions for each client. He/she should provide the rationale and show the need for clients' response development that will create an atmosphere of comfort and confidence during the INTERVIEW. Common problem questions should be discussed by the group and some typical responses developed.

Observing and assessing the quality of clients' INTERVIEW skills is one of the main objectives of the trainer because only by understanding each client individually can he/she offer constructive suggestions for improvement.

FOR THE JOB SEEKER

The primary goal of each client is to *look and act the part of a competent employee* in the INTERVIEW situation. The only way to achieve this goal is to develop confidence by practicing behavior which will contribute to a good first impression: voice, posture, the hand-shake, sitting, standing, dress, eye contact, other body language.

Clients should seek to develop the attitude and act out the role of a well-prepared job seeker by following these suggestions:

1. Have information about themselves at their fingertips
2. Be assertive and stress the positive
3. Make no apologies for past mistakes
4. Eliminate certain negative facts from answers
5. Answer both legitimate (legal) and illegal questions as well as possible
6. Rely on what has been learned in all of the practice INTERVIEW situations as a guide

Clients should become aware of their own particular problem areas, observe all practice INTERVIEW situations, participate when proper, listen to feedback, and offer comments when appropriate. By incorporating feedback from the group discussion, clients will be able to improve INTERVIEW behavior, and as practice sessions continue, self-confidence will be gained producing a feeling of comfort and ease in the INTERVIEW situation.

THE PHYSICAL SET-UP

THE ROOM, TIME ALLOTTED, AND SUPPLIES NEEDED

Because the material for the INTERVIEW section is lengthy and because the clients need as much practice as possible, a room that is pleasant and allows for the size of the group should be chosen. If the **JIST** Workbook is used there will be considerable moving about as the trainer directs clients into different group situations. At times, the clients will function as a whole group and at other times, as pairs or groups of three. Sometimes the trainer will pair up with each client in order to practice the INTERVIEW. If video-tape equipment is available, a room that meets the standards of being comfortable and environmentally correct will be of great benefit.

The time needed to present the INTERVIEW section may vary according to the size of the group. An ideal size group would range from 6 to 12 clients. In the on-going JIST program, the trainers set aside two segments for the INTERVIEW, held on two consecutive days. The first segment required 2 to 2½ hours at the end of the day prior to wrap-up of the workshop. The second segment can be done in 1 to 1½ hours. Scheduling the INTERVIEW segments on two consecutive days will have the following benefits:

1. Clients will have a chance to practice interviewing and being interviewed on their own outside of the workshop framework.
2. Clients can come back the second day dressed for an INTERVIEW.
3. Clients can bring back completed paper tools, whatever has been assigned, such as the interview reminders, sample interview questions, DATA SHEET, JOB CARD, APPLICATION, as well as the answers to the problem interview questions developed in the first day's work.

Clients who seriously perform the assigned exercises will be better prepared to handle themselves in practice INTERVIEWS on the second day. The trainer will want to observe those practice sessions and assess clients' abilities and involvement in order to be able to help each client. (Trainers will find specific instructions on methods and the corresponding time needed for each procedure in the Verbal Instructions section.)

THE SETTING FOR THE FIRST DAY'S SEGMENT

An informal setting will facilitate the working through of the INTERVIEW material. Client groups seated in a semi-circle has proven to be ideal for the first segment. Pencils, chairs with arm-rests, pads of paer and clipboards are needed. Tables will be useful for clients to write on, as well as to give the illusion of an office during the practice INTERVIEW sessions. The trainer will also need a table for supplies. He/she may find a blackboard and chalk or easel with newsprint and marking pens useful.

In advance of the first segment, the trainer needs to have duplicated copies of several supplementary sheets, one for each client. The suggested handouts are as follows:

1. Problem interview questions
2. Sample interview questions
3. Interview reminders
4. Interview observation form and checklist

THE SETTING FOR SECOND DAY

An area should be set aside for the formal interviews between trainer and each client. All clients should be able to observe this formal INTERVIEW area. The setting consists of two opposing chairs with, if possible, a desk or table between, but should be positioned so as not to distract the client being interviewed by the trainer.

In the on-going JIST program, trainers use tape recorders on the second day. Only one is needed, but a back-up would be helpful. They should have an adequate supply of blank tapes, enough to record a 10-minute INTERVIEW with each client. JIST trainers also use, when available, video-tape recorders, taping interviews and later playing them back for clients to assess their verbal responses, physical appearance and behavior.

ROLE OF THE TRAINER

THE INTERVIEWING TECHNIQUE

Because the INTERVIEW, a necessary step that precedes the job offer, is critical in all job seeking, clients need as much practice in interviewing as the trainer can give them. Therefore, the trainer must be skillful in interviewing.

If the trainer follows the **JIST** program, he/she will need interviewing skills for the following reasons:

1. To be able to assess individual problem areas.
2. To participate as the "interviewee" in a mock interview.
3. To monitor clients as they take the roles of both the interviewer and the interviewee in practice sessions.
4. To interview the clients individually, and assess individual problem areas.

Before the trainer will be able to follow through in all these areas, he/she needs to become familiar with all types of interview questions as well as their responses. The materials presented in the Workbook offer a wide range of guidelines. And ideally, he/she needs to observe and practice the interviewing technique in advance of the sessions.

PROBLEM AREAS AND SAMPLE QUESTIONS

In the **JIST** program, the trainer introduces the INTERVIEW by means of problem questions. Those that prove to be difficult for any client to answer comfortably on their first try, are problem questions. As the trainer guides clients through the problem questions, he/she inevitably becomes the authority figure for the group. This concept can be changed by the trainer who should think of himself/herself as a facilitator, not instructor or lecturer, of all group interaction. It is the trainer's goal to have clients form their own conclusions and attempt to draw from them the best possible responses to the problem questions. Clients can be encouraged to respond by stating at the beginning that there are no "wrong" answers and no one will be judged on the basis of their responses.

Some clients will have formed ideas as to what a job interview is. Some may have gained previous experience through other job searches. It is possible that a few clients have conducted interviews themselves as employers in other job situations. But for many, the INTERVIEW will be a brand new experience. As with any unknown, there will be some doubts, anxieties, and fears about personal ability to handle all the questions.

While this *manual* has been prepared on the premise that all material presented will be referred back to EMPLOYER EXPECTATIONS, that material has also been designed to lead forward to the INTERVIEW.

DOES THE TRAINER KNOW ALL THE ANSWERS? – THE PROBLEM QUESTIONS?

The trainer must be familiar with the types of questions that pose problems for clients. Based on experience of previous groups, which will be found in research reports, and on personal experience, the trainer will be able to help clients formulate good responses. This exercise lends itself to group discussion, but the trainer will want to be on the look-out for the shy and reticent client, to draw him/her into the discussion, as well as limiting the talkers. He/she should be alert to those who are "up-tight" to be able to calm their fears, and to be supportive of those who are sensitive or easily embarrassed. This session will be one that will require all the skill of the trainer to control without seeming to be an authority figure for the group. This does not mean that the trainer will not need to be confrontive in a highly disruptive situation.

THE MOCK INTERVIEW

For the most effective mock interview, the trainer takes the role of the interviewee. In order to make the interview lively and interesting, the trainer will want to pick as interviewer the client who has shown the most "spark." (The mock interview will also serve as a means to vary the routine and to keep the session moving along. This technique of role reversal will introduce action and fun.)

Prior to the interview, the trainer will leave the room to prepare himself/herself. When he/she returns to the room it will be as a different person: disheveled, uncoordinated, and frazzled. Intentionally the trainer approaches the interviewer in an unfavorable manner in as many ways as possible: tie untied, shirt-tail hanging out, hair rumpled, etc., or too much make-up, gaudy accessories, or chewing gum with great vigor. There should be an undesirable manner in the way he/she walks, shakes hands, stands, sits, moves about in the interview situation and in the way interview questions are answered.

The group will be invited to discuss all of the wrong aspects of the mock interview and by so doing gain insight into the "right" actions and appearance.

TWO BY TWO, or THREE

For the final practice session of the first segment, the trainer following the **JIST** program will have clients form groups of two each, or if there is an uneven number, the extra person may join a pair as the observer. The trainer may want to try to pair opposite personality types for good interaction.

At first, one client will play the role of interviewer and then the roles will be reversed with that client playing interviewee. With groups of three, roles may be passed around until all have played each part. During this time, the trainer will circulate and observe, offering positive feedback. The trainer should seek to loosely guide the session with positive comments. **JIST** trainers find the group becomes more cohesive during this session, achieving the ability to function more as a unit than as separate entities.

ONE ON ONE

During the practice interview segment of the second day, the trainer should interview each client individually on tape. Other clients should be encouraged to observe each interview and be prepared to give feedback after the tape recording is reviewed.

Each interview should focus on individual needs or problems relating to the client. For example, a "know-it-all" client may need to be taken down a notch to demonstrate the need for more practice. A client with little self-confidence may need a boost to show them they can perform. Some clients may need more practice concerning mannerisms or behavior, while others may need to practice answering interview questions.

The trainer must be observant enough to assess individual problem areas, and versatile enought to gear the interview to the problem areas for each client. Keep in mind that the purpose of this practice interview is to expose the client to a formal INTERVIEW.

VERBAL INSTRUCTIONS

DESCRIBING THE INTERVIEW SITUATION

If the trainer is to impress clients that their job potential either is cinched or is destroyed by their performance during the INTERVIEW, he/she must describe as fully as possible what will happen during the time they are face-to-face with their prospective employers.

The trainer should stress that the first 4 to 9 minutes of INTERVIEW time are critical. This is the time that the following information should be imparted:

1. Name *(who you are)*
2. Job Desired
3. Skills, abilities, interests
4. Reasons for applying for the job

Clients need to know that the employer will expect them to present a pleasant appearance, demonstrate their punctuality, reliability, and depnedability, and explain their skills. The trainer needs to stress that the employer will expect these qualities to be demonstrated also on the job. But where will they first be evident? In the INTERVIEW.

Some clients may approach the INTERVIEW with such confidence that they will expect a job offer after their first or second interview. The trainer should explain that this is an expectation which is not likely to materialize at once, and explain *why* the first few INTERVIEWS will probably not result in a job offer. It is easy to destroy a client's confidence so the trainer will want to help forestall this effect of a turn down by offering support and advice. Clients should always be reminded that there are exceptions to any rule and their INTERVIEW might prove to be one; that practice in all the materials presented will bring them closer to their goal.

A QUICK REVIEW

The trainer will want to review the previous material: the three levels of appearance (personal, manner, paper work), client responses that indicate a punctual, reliable, dependable person, the definitions of the following terms plus the client's ways to state them in terms that relate to the job desired. These are as follows:

abilities
experience
education
volunteer work
interests
hobbies
life experiences
training
other

These terms may be written on the blackboard, or clients may do the parallel exercises in the Workbook. An eye-catching chart used by the JIST trainers may be used as a visual aid; it is called *INTERVIEW RESPONSES.*

Although it is extremely beneficial to cement the information in the clients' minds by asking them to write down all the responses, there is a difference between knowing information and being able to answer well. Sometimes a nervous, up-tight person knows the answers but can say very little in a face-to-face INTERVIEW. On the other hand, it is well to quell clients who ramble on and tend to say too much in an effort to show eagerness and interest. It is the trainer's goal to produce an attitude of confidence and ability in the clients so that they will maintain that frame of mind throughout their interviews.

A STEP FORWARD

Building upon what the client already knows and has had reinforced throughout the sessions, the trainer needs to devote the remainder of the time in this section toward helping clients deal with problem questions, sample questions, and way to rate themselves after answering.

Although it is possible to have lots of problem questions, the trainer will want to first of all deal with the major questions that experience has taught will be encountered. The Workbook provides a great deal of detailed material to help answer these questions:

1. Tell me about yourself.
2. Why have you held so many jobs?
3. What is your major weakness?
4. You're not working. What are you doing now?
5. Why do you want to work for this company?
6. What are your future plans?
7. What do you like to do in your leisure time?

After asknowledging that it will take a lot of time to help each client refine answers to these questions, the trainer can point out these guidelines to follow and lead clients through them in formulating answers of their own:

1. Be positive, not negative.
2. Be definite, not vague.
3. Be to the point, not rambling.
4. Be complete, without volunteering any unnecessary information.

If clients are using the Workbook they will want to enter their answers to the questions above as well as the additional questions presented as a multiple choice exercise. From the responses given, the client should circle the most appropriate answer for himself/herself and be prepared to explain the choices.

The trainer will also find a section included which deals with clients' physical handicaps and responses to questions concerning those.

CLOSING THE FIRST DAY

When the exercises have been worked through and a discussion held concerning as many interview questions as possible, the session should be closed with assignments for the second day's session. If circumstances permit, clients are to return dressed as they would for the INTERVIEW. They are to practice their answers to the questions in as many ways as possible. They should bring completed paper tools with them for the trainer to help in evaluating.

THE SECOND DAY

By now the clients should be thoroughly familiar with problem questions that may be asked during the INTERVIEW. They should have formulated responses to those, but the key is practice, practice, practice . . .

PRACTICE = FEWER SURPRISES = EMPLOYER EXPECTIONS MET =

THE JOB OFFER

Clients will need time to practice interviews and should be made aware of the different ways to practice that will give added confidence in the ability to respond to questions. Some of these are:

1. Pick ten questions and write the answers.
2. Pair up and ask each other questions for verbal answers.
3. Pair up to interview each other and then critique.
4. Conduct interview before the entire group.
5. Reverse roles and critique again.

Sample questions may be grouped in the following ways:

Openers
Family
Hours
Work history
Training
Health
Skills
Future plans
Education
Transportation
Experience
Money

The problem of illegal questions may be addressed if there is enough time. The trainer's role will be to help clients decide whether standing up for their rights is worth the possibility of not getting a job offer. If time is not available to discuss these, the trainer may direct clients to read and review the material in the Workbook.

QUESTIONS ASKED BY JOB SEEKERS

Job seekers have questions, too, and the employer may expect them to ask a few as an indication of interest in the job. A suggested list is given in the Workbook. If the client can pick from the list two or three questions he/she considers important, and at the same time, non-threatening to the employer, then he/she may want to be prepared to ask these questions during the INTERVIEW if the opportunity presents itself.

THREE TOUGH QUESTIONS

As a final test of the clients'ability to answer problem questions, the trainer may find the following exercise useful:

1. Request clients to list three questions they hope the employer won't ask.
2. Then ask clients to write their own responses to these questions. If necessary answers may be reworked until both the client and the trainer are satisfied and the client feels comfortable with them.

THE INTERVIEW ENDS

When the employer concludes the INTERVIEW, the job seekers can expect one of several concluding remarks and should be prepared to handle each one.

1. "Sorry, we can't use you." *No job right now. How should client feel?*
2. "I'll call you." *Possible job opening. What should client do?*
3. "We can use you." *A job for sure. What does client need to know now?*

The trainer will want to be prepared to help clients form responses for these situations and especially the second and third. In the second situation, it is recommended that the client take the initiative and ask to call the employer back, not vice versa. In the third case, the client will want to make sure he/she knows when to show up for the job; where to go; whom to see; what will be expected in the way of dress, ability, and how much time it will require so that transportation and meal arrangements can be made.

SUPPLEMENTARY MATERIAL

The trainer will find additional material available in the Workbook, from personal experience, and he/she should advise clients in the ways to make use of this.

CONCLUSION TO THE SECOND DAY

In the **JIST** program, the end of the second day of the INTERVIEW section closes the entire workshop. If the trainer wishes to conclude the session at this point, he/she will find the guidelines in the Workbook section titled *Concluding the Session* helpful. If the trainer is following another format, he/she will want to determine where clients should go from here and have supplementary materials, assignments, reviews, or whatever is needed ready to give to clients.

CONCLUDING THE WORKSHOP

In the **JIST** program, the trainer concludes the entire workshop in the following manner:

1. Review accomplishments of the two-day workshop
2. Trainer presents **JIST** CERTIFICATES OF ACHIEVEMENT. (See sample) (Certificates should be prepared in advance with clients names typed in.)
3. Introduce a follow-up group – in the **JIST** program the follow-up is the Job Club.

RECOGNIZING ACHIEVEMENT

In the **JIST** program, all clients who complete the workshop are awarded a Certificate of Achievement. In lieu of these, the trainer may wish to devise his/her own methods of recognizing the clients' participation with distinction and integrity and plan a suitable presentation to reward those who complete the program.

THE JOB CLUB

All clients who complete the **JIST** program are urged to joint the follow-up group, the Job Club. The trainer may want to explain why a Job Club has been established, when it is to be held and how it can be helpful, how long it lasts, and what the clients responsibilities will be.

Follow-up guidelines have been developed by **JIST** trainers and a sample is presented with this manual which may be duplicated to distribute to clients.

If the trainer is planning other types of follow-up, he/she should give other pertinent information concerning this to the clients. Additional reading and research may be needed before a follow-up regimen can be established. It is recommended that a follow-up program of some kind be adopted.

INTERVIEWING AS JIST TRAINERS DO

Outline for first day's segment:

1. Introduce material
2. Hand out duplicated materials:
    - A. Problem questions
    - B. Sample questions
    - C. Interview reminders
    - D. Interview checklist

(Allow 5 minutes)

3. Work on problem questions, the base for all interviewing Trainer will help clients answer questions with group feedback. When the client and the group are satisfied with the answers, and the trainer concurs, clients must write down answers.

(Allow 1½ to 2 hours)

4. The Mock Interview. Trainer assumes role of the interviewee. A client volunteers or is chosen to be interviewer. Interviewee tries to break all the rules. At the conclusion, the trainer asks group to state the rules broken and give positive feedback. (This component should be a humorous tension breaker.)

(Allow 5 minutes)

5. Practice interviews. Clients break into pairs or triads and assume roles of interviewee, interviewer and in the case of a third party, observer and critiquer. After one practice session, roles may be reversed or changed, and practice continued until each person has practiced all roles. Discussion and feedback may be exchanged after each session. Interviewer may refer to interviewee's problem questions. Interviewer may also refer to sample questions, interview reminders, and interview checklist.

(Each client allowed 10 minutes of practice)

6. Conclusion, with assignment: come dressed for INTERVIEW and review all interview questions.

(Allow 2 minutes)

Schedule for the second segment:

1. If time allows, clients pair up and practice interviewing informally. (Warm-up session)

(Allow 10 minutes)

2. The trainer formally interviews each client and tapes the INTERVIEW. The group observes, but offers no feedback during the interview. At conclusion, interviewee and group listen to the tape. The trainer may play the entire tape, or stop it to offer comments and get feedback from group. (In some situations, JIST trainers also video-tape interviews and show them to clients using samp procedure as used with audio tape.)

(Allow 15 to 30 minutes per person according to group size and facilities.)

3. Conclusion. In the JIST program, this section concludes the workshop sessions.

jist
Job Information
and Seeking
Training Program

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Interviews

Very few people become employed without first being interviewed.

The job interview is a situation in which a job-seeker meets with an employer (or an interviewer who reports to the employer) to discuss matters concerning possible employment. During the interview, the employer tries to determine if the job-seeker is the right person for the job. The alert job-seeker tries to show that he or she is the right person, while also trying to determine if the employer and job are satisfactory.

The length of a job interview may range from a few minutes to a few hours depending on the individual interviewer, the time available, the position being sought, and the job-seeking skills and qualifications of the applicant. The average job interview is 20 to 30 minutes in length. Scientific studies reveal that the employer will tend to decide whether, or not, to hire the applicant or request a follow-up interview within the first four to nine minutes of the interview (Springbett, 1958; Tricker and Rowe, 1977).

Most often, a single interview per applicant is enough to allow an employer to decide which job-seeker merits the open position. However, a job-seeker may be asked back for a second and even a third interview. These follow-up interviews may be scheduled so that the original interviewer can better decide if the applicant is indeed the right person for the job, or the person who is in charge of the actual position may want to evaluate the "screened in" applicant.

A job interview is likely to end in one of three basic ways. First, the employer may offer the applicant a job. Second, the employer may reject the applicant or the applicant may choose to reject the job—whether it is offered or not. Third and most commonly, the matter may be left open for a decision to be made in the near future.

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In your job search, the interview will provide you the greatest opportunity to show an employer that you are the right person for the job... that you meet the Employer Expectations.

In review, list the three major expectations employers have:

1.)____

2.)____

3.)____

APPEARANCE FOR THE INTERVIEW
or
"Do you look like the right person for the job?"

Remember the three levels of Appearance?

- --Personal Appearance
- --Manner
- --Paperwork

As you have already read in the chapter on Employer Expectations, three factors add up to your Personal Appearance in the Interview.

Dress + Grooming + Hygiene = Personal Appearance

You should always start preparing your Personal Appearance for an Interview the night-before. From the "dress list" you made in the Employer Expectations chapter, decide what you will wear and get this clothing ready. This will be one less concern you will have to deal with at the last moment. By preparing your dress the night before, you will be sure to follow all the basic rules of dress for an Interview.

Again, the "dress rules" are:

- --Dress one step above what you would actually wear on the job.
- --Never wear jeans, T-shirt or tennis shoes to an Interview.
- --Dress in clothing that is clean, pressed and in good repair.
- --Dress conservatively! (If you would wear it to a disco, don't wear it to an Interview.)

Now, take five to ten minutes to look through your wardrobe. Decide what you might wear for an interview. (Employer Expectations, pp. 3-5)

Being well-groomed is essential for any interview. Good grooming indicates to the employer that you value yourself and, thus, your work.

Grooming should also start the night before an interview. Any of the basic Grooming rules you could fulfill the night before the interview may save you valuable time.

Which of the basic rules listed could you just as well do the night before an interview?

-Always have your hair well-groomed: Trimmed, clean, combed, neatly styled.

-Be sure to shave! Men: If you have a mustache and/or beard, have each neatly combed and trimmed. Honestly look at yourself. Is there enough hair there to really call it a beard or mustache? If not, shave it off; you may grow it again--after you have your job.

-Neatly trim your fingernails. Women: If you use nail polish, choose a color that is conservative (if it glows in the dark, don't use it).

-If used, apply make-up, perfume or after shave lotion with moderation.

-Again, be sure your clothing is clean, pressed, and in good repair. (Employer Expectations, pp. 5-6)

Last, but not least, is the Hygiene level of your Personal Appearance. Good Hygiene should be an on-going function. However, you should review the basic rules once more:

-Good personal Hygiene always begins with a clean body: bathe or shower thoroughly.

-Shampoo your hair.

-Brush your teeth. (If you chew gum to keep your breath fresh, dispose of the gum before an interview.)

-Use deodorant.

-Clean your fingernails. (Employer Expectations, pp. 6-7)

Remember, 40% of the job-seekers who stay unemployed do so because their Personal Appearance does not meet the Employer Expectations. If any part of your Personal Appearance could not meet the Employer Expectations, you could not impress an employer that you "appear" to be the right person for the job.

What factors add up to good Personal Appearance?

____________________ + ____________________ + ____________________ =

Personal Appearance

The second level of Appearance is Manner--the way you act. When you go in for an Interview, you will be observed from the moment you enter the door, so walk in with confidence and energy. Greet the secretary or receptionist with a smile, your name, and the reason you are there.

For example: "Good morning, Ms. Smith. My name is Charles Attwood. I'm here to interview for the Assembler position."

Remember, you should arrive 10 to 15 minutes early. Use this time wisely. While you are waiting, appear to be interested in the surroundings. Look for reading material about the company. If there is none, don't pace the floor. Be calm and look smart.

While the employer may not be observing you directly, the secretary is watching. Many times the secretary will tell an employer what your waiting room Manner is like.

When you are called in for your Interview, greet the employer with a firm handshake and a prepared opening statement--"Good day, Mr. Jones. My name is Charles Attwood." Never address the employer by first name--you are not old friends yet. Wait to be offered a seat. If the employer does not offer one, simply ask if you may be seated. While seated, maintain good posture. Keep your feet on the floor and your hands in your lap. Gestures and body movements are good, but don't be extreme. Look the interviewer in the eye to show that you are honest and confident. However, don't stare this person down. If you find it hard to keep eye contact, look at the interviewer's nose or eyebrows.

You should always be alert; this will show that you are interested and eager to learn and succeed. The final Manner by which you can impress a potential employer is to be sure to thank him or her for the time and consideration given you. (Employer Expectations, p. 7)

In many cases, a job-seeker's Paperwork will have to meet expectations concerning Appearance before an Interview will be granted. If the Paperwork is not neat, complete and accurate, the job-seeker may never be interviewed. At best, this job-seeker will be interviewed with one or two marks already against him or her. (For example, Applications are more often used to screen people out rather than screen people into the interview and, thus, a position.)

Paperwork tools include your Data Sheet, Application and Job Card. For some, Paperwork includes a Resume as well. (Artists, writers, photographers, etc. may also need a portfolio containing examples of previous work.)

Paperwork Appearance starts with a complete and accurate Data Sheet. You should be certain you take your Data Sheet with you whenever you attend any interview. Without complete and accurate information about yourself, it will be difficult to prepare an Application that will meet the Employer Expectations. You should always take to your Interviews a supply of Job Cards and, if you decide to make one, a Resume. Be sure that your Paperwork screens you into an interview and a job, not out. (Employer Expectations, pp. 7-8; Data Sheet, chapter; Applications, chapter; Job Card, chapter; Resume, chapter.)

ATTENDANCE, PUNCTUALITY (Reliability, Dependability)
or
"Can you be counted on to do the job?"

Remember that the second Employer Expectation is concerned with Attendance, Punctuality, Reliability and Dependability. You may be asking, "How can I show these qualities in my Interview?" Most obviously, you can show that you are Reliable and Dependable just by showing up for your Interview. You can show that you are Punctual by being on time for the Interview. But is it good to be just on time? In the chapter on Employer Expectations, you learned that you should not arrive an hour early because it may make your interviewer nervous or make you seem too desperate. Neither should you arrive "just in time", out of breath from rushing. It is a good idea to be 10 to 15 minutes early in order to compose yourself and acquaint yourself with the surroundings. Also this is an excellent time to prepare for the interview by reading any brochures about the company, if available.

You can show your interviewer that you are Reliable, Dependable and Punctual by saying so during the interview. Always support your statements with examples from former experiences.

For instance, you might say:

"I am a well-organized person. I have always been on-time in coming to work, keeping my appointments, and turning in my reports. Punctuality is very important to me and I'm proud of my record."

Such words as "always", "very important", and "record" imply that you are Reliable and can be depended upon. Phrases like "well-organized", "on-time", and "keeping my appointments" are examples of your Punctuality.

As another example:

"My last employer used to laugh and say he didn't need a watch to tell what time it was because I always walked in the door at 7:45."

Now, you should write some statements that you might use in an interview to express your own good Attendance, Punctuality, Reliability and Dependability. Include examples from your own experience to illustrate each statement. (Employer Expectations, pp. 9-13)

Attendance Statement____

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Example____

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Punctuality Statement ______________________________

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Example ______________________________

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Reliability Statement ______________________________

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Example ______________________________

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Dependability Statement ______________________________

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Example ______________________________

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SKILLS (Abilities, Experience, etc.)
or
"What can you do that relates to this job?"

The interviewer will want to know how your Skills and abilities, experience, hobbies, and volunteer work, past employment, schooling, membership in organizations and so forth qualify you to do the job for which you will be interviewed. You will be expected to have the Skills or qualifications for the position and the Ability to learn what is necessary to do the job well. The interviewer will ask questions to find out about your Skills, but there are some things that won't be covered unless you mention them. You have a lot to offer the employer and it's your responsibility to say so during the interview.

This would be a good time to review previous chapters and all of your job-seeking tools. These contain several well-organized lists of your Skills that will most interest an employer.

List your Skills that you will want to be sure to cite during any interview:

_______________ _______________

_______________ _______________

_______________ _______________

_______________ _______________

_______________ _______________

It is very important for you to be able to make several different Skills statements to let your interviewer know why you are the right person for the job. Your statements should be positive about your Skills and how you have used them in former positions. (Remember, one bit of negative information carries more weight than a lot of positive information.)

You should talk about your Skills early in the interview and in as many different ways as you can. The employer will tend to make a decision whether to hire or request a follow-up interview within the first four to nine minutes. (Springbett, 1958; Tricker and Rowe, 1977).

If you assemble a series of statements about your best Skills, you will have a powerful force with which to fill the first critical minutes of any job interview. For this exercise, you should use your most dynamic Skills statements from other exercises in this workbook and from your job-seeking tools. Even now, you should consider how you may improve each statement as you write them here.

Always work toward being complete, accurate and positive. Remember that each statement must relate to the job for which you will be applying. If a statement area does not apply to you, strike out the title and use the space to list another Skill, etc.

Skills Statement ______________________________

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Example ______________________________

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Abilities Statement ______________________________

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Example ______________________________

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INTERVIEWS 9

Experience Statement ______________________________

Example ______________________________

Education Statement ______________________________

Example ______________________________

Training Statement ______________________________

Example ______________________________

Interest Statement ____________________

Example ____________________

Hobby Statement ____________________

Example ____________________

Volunteer Work Statement ____________________

Example ____________________

Life Experience Statement ____________________

Example

"Other" Potential Statement

Example

By now, you should know which of all your qualifications best relate to the job you want and illustrate how you can meet the expectations an employer will have. Rather than follow a rigid format such as the one you just completed, you should begin assembling all your most impressive qualifications so that you may emphasize the areas in which you excel.

The best way to sort and assemble all this data for use in an interview situation is to relate your information to questions you will most likely be asked by an interviewer. The true test of your Skills statements will be how well you manage to meet the Employer Expectations in the face of Problem Questions.

PROBLEM QUESTIONS

A Problem Question is any interview question that the average job-seeker would find difficult to answer in a positive way. The average job-seeker should expect several Problem Questions in each interview.

You should expect to be asked very few Problem Questions during an interview! No question will pose a problem if you are already prepared to answer it. In fact, most interview questions will just make it easier for you to tell the many ways in which you meet the employer's expectations.

You need to be familiar with typical interview questions in order to prepare yourself. You will find lists of common interview questions in the pages that follow. Any single question could become a problem if you could not give a quick and positive response when asked. You will want to note any question that might be difficult for you to answer. You will want to think, write and practice presenting positive answers to the easy questions as well as these difficult ones. Preparation equals no problems.

This first list includes some of the most common interview questions that job-seekers often have trouble answering.

-"Won't you tell me about yourself?"
-"Why have you held so many jobs?
-"What is your major weakness?"
-"How much do you expect to be paid?"
-"Why do you want to work for this company?"
-"Why did you leave your last job?"
-"Why do you have this gap in your job history?"
-"What are your future plans?"
-"What do you like to do in your leisure-time?"

Because these questions are commonly asked during job interviews, you should explore each individually.

"Won't you tell me about yourself?"

This may be one of the first questions an interviewer will ask. This question is not intended to find out about your personal problems, love life, or your pet dog. This question is asked to find out about your job Skills. Such questions also allow an interviewer to determine how well you express yourself. Similar questions are:

-"Why should I hire you?"
-"What is your experience?"
-"Tell me about other jobs you've had."

Whenever you are asked one of these questions during an interview, you should be prepared to deliver your entire series of statements concerning your best qualifications for the job. Be specific and include examples from your own experience to support each claim. You should try show that you meet one or more of the three major Employer Expectations with each and every response you give during an interview.

Before you respond to the question in the exercise space on the next page, you may want to review this example from the Employer Expectations chapter:

Employer: "Tell me about your experience."

Job-seeker: "I am interested in being a secretary in your music shop. I have three years experience as a secretary at Chrysler. My skills include typing 60 words per minute--accurately, having a good telephone presence, knowing how to take dictation, and being trained in the use of all common office equipment. I am able to quickly learn new procedures, filing systems and so forth. My education includes a major in business prep in high school and an Associate of Arts degree from Yarmouth Business College. I am dedicated to order and efficiency. In fact, I'm a secretary even when it comes to my hobby. I have a collection of over 2,000 phonograph records that I have completely catalogued with cross-indexes between musicians, songs, and composers. My love for music and attention to order seem to be a natural extension of my life experience. You see, my father was a librarian and my mother a musician. I'm sure you will find my work for your company to be excellent."

Now, take time to make your own response as complete, accurate and positive as you can. Note that your question not only allows you to talk about all your SKILLS, but your dedication to Attendance, Punctuality, Reliability, and Dependability as well. Ready?

Employer: "Won't you tell me about yourself?"

(...continue on separate sheet(s) of paper)

INTERVIEWS 15

"Why have you held so many jobs?"

Persons under the age of 35 change jobs on the average of every one and a half years. Persons over 35 take new positions on the average of every three years. According to this data, perhaps the number of jobs you have had is not unusual. If such is your case, you may never be asked about having had a lot of jobs. If, however, an interviewer does ask, explain that you have stayed with previous positions as long or longer than is typical of most employees. Assure the interviewer that you intend to stay with this new job for quite some time because you know that it is the job you want to do and can do well. Emphasize your Reliability and Dependability.

The job-seeker who has held many positions within a short period of time tends to follow one of two patterns. A work history may reveal a pattern in which the job-seeker frequently changed the kind of jobs held. The other common pattern shows that the job-seeker has kept the same kind of job but changed employers often. Either pattern does not support an image of being a Reliable and Dependable employee. Either pattern requires a lot of good reasons for leaving previous positions.

If you have held many different kinds of jobs, you may not have decided the career you really wanted until now. A positive explanation of your varied work history might be that you were exploring different careers. Your various jobs have allowed you to gain Skills, Abilities, Experience, Responsibilities, Training and so forth that relate to the job for which you will be interviewed. Be prepared with good reasons for having left past positions (refer to Data Sheet, page 23). Provide the interviewer with examples of your Reliability.

Perhaps your work history indicates that you have performed the same kind of job at several different companies. This sort of pattern may suggest that you quit or you were fired often because of personal problems. Your Data Sheet and, thus, your Application should convince the employer that there were no negative reasons for leaving former jobs (Data Sheet, pp. 22-24). You should maintain these reasons during an interview, if practical. However, if you were fired from some former job(s) and suspect a negative report will be given when the interviewer contacts previous employers, cover yourself. People are usually fired because personal, non-work problems interfere with their work. When it becomes necessary for a job-seeker to mention a personal problem, the details should be general and brief, and the problem should be shown to be resolved. Note, in the examples on the next page that negative words like "fired" are never used:

--"I left my job because I was going through a divorce. I went back to work as soon as that problem was completely resolved."

--"I had to leave my job because I was experiencing extreme emotional anguish due to the death of my son. I'm ready to begin my life again. I'm ready to work."

--"I was involved in an auto accident... had to stay home for several months. After completely recovering, I resumed work."

--"A few years back, I had a drinking problem...missed some work. However, I joined A.A. and haven't touched a drop in two and one half years now. In my present postion, I've received two annual bonus checks for perfect attendance."

After a problem is stated and shown to exist no more, the job-seeker should get back on the track of outlining his or her qualifications immediately! Again, emphasize Reliability and Dependability.

Respond if this question applies to you. If not, proceed to the next question.

"Why have you held so many Jobs?'

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"What is your major weakness?"

Again, this kind of question is not concerned with your personal life. You must stick to work issues. Also, you must realize that the "weakness" question is an invitation for you to confess something negative. In an interview, you should never be negative about yourself. Rather, you should turn any negative issue into a positive statement;

turn your weakness into a strength that shows your willingness to work and learn new Skills. For example, a job applicant should not reply, "I suppose my major weakness is that I'm slow." (Many persons are slow because they want to do a quality job.) It is better to reply, "I suppose I'm often too conscientious about my work. Sometimes I have to work late to get my job done just the way I want it."

Don't tell the interviewer you have no weaknesses. If you can't think of your major weakness, use the opportunity to say something positive about yourself. For instance, "Maybe it would be my curiosity about how things work. I like to learn new skills and see how things fit together."

"What is your major weakness?"

"How much do you expect to be paid?"

Never state a flat dollar amount unless you know what the job actually pays. How would you feel if you told the interviewer $150 per week and, after you started the job, you found out everyone else in your position was being paid more? What if you told the interviewer you deserved at least $6 an hour when you didn't know the company would only pay $5 an hour but would provide good benefits? By telling the interviewer how much money you want, you might price yourself out of a job.

You might try using a neutral statement that does not commit you either way: "I would expect to be paid what other persons in this job are paid."

Sometimes it is best to answer this question with a question. The simplest reply would be: "How much does the job pay?" or "How much is a new employee in this position usually paid?" If you have some experience in the job for which you are applying, you may want to try something like: "How much do you usually pay someone with my experience?" By answering the question with a question, you may even get the employer to commit to a salary higher than he or she was willing to offer before asking how much you expect.

What do you think is best for you? Try it. "How much do you expect to be paid?" (You may refer back to Applications, pages 32 and 33.)

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"Why do you want to work for this company?"

This interview question only becomes a problem if you do not expect it to be asked. You may be in for a real surprise if you don't believe it will be asked. If you are not prepared for this question, you will also miss your chance to compliment the company and, thus, the interviewer.

When asking this question, the interviewer is not necessarily wanting a compliment, but that is exactly what your answer should include. The interviewer's expectation is for you to demonstrate your interest in the company with an answer that shows you have done some research into the company.

The best way to come up with an answer is to do a little research into each particular company before any interview. You can research the company in many different ways. Most of these ways take very little time and could make the difference in being hired or not. (Job Leads)

Visit the company and ask the employees in the positions similar to the one you want what they feel is good about the company. Then you could answer: "I"ve talked with some of your employees and they feel this is a good company to work for because..."

Read the company newsletters or financial reports. It would be nice to answer with something like: "I have been reading that your company is really growing fast. I want to work for your company because it has a great future and offers me a chance to grow."

"Why do you want to work for this company?"

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"Why did you leave your last job?"

When the employer asks this question, he or she is trying to find out whether you had problems on your last job, problems that you might have again on a new job.

You should never say anything negative about yourself or any company for which you worked in the past. There are many reasons why people change jobs. Perhaps the most difficult to explain is having been FIRED. Never tell the employer you were fired. If such was your case, take time now and give some thought as to why you were fired. Chances are the problems that caused you to be terminated will not happen again on your new job. Look closely at the "real" reasons you were fired. Most people are not dismissed because they do not have the Skills to do their jobs. (Note: If you were fired because you didn't have the appropriate Skills, you should have improved your Skills if you are applying for a similar job.)

Most people are fired because non-work issues interfere with their work. Was something happening in your life that led to your being fired? Were you going through a divorce, trying to work and raise young children, going to work in a car that broke down twice a week? Any kind of outside stress could have affected you on the job.

Hopefully, you have solved these problems or are now coping with them. If you are ready to return to work, let the employer know that the problems you had during some former job are no longer problems.

Other common reasons for leaving a job are:

-You were laid-off.
-The job was only temporary.
-The job was part-time.
-You moved to a different area.
-The company went out of business.
-The company had no room for advancement.
-You wanted a job that would better use your Skills.

If you had to spend time in a hospital for any reason, and lost your job, you may be required to have your doctor's written release to return to work. Your medical problems are no longer an important issue if your doctor feels you are ready to return to work. Speak briefly and positively about your recovery. Do not dwell on your medical problems.

Whatever your reasons for leaving other jobs were, let the employer know that nothing will interfere with your next job: "I have solved my problems and am ready to work."

"Why did you leave your last job?/or other jobs in the past?" (You may wish to refer to Data Sheets, pp. 22-24; Interviews, pp.16-17.)

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"Why do you have this gap in your job history?"

This is a very important question and how you answer it is even more important. If you haven't been out of work for over two months, don't worry. Statistics show that the average period of unemployment between jobs is three months--and you might point this out to the interviewer. Maybe you are or have been "looking for work". However, if you give the interviewer just that answer, you probably won't get the job. Obviously you are looking for work, but the interviewer wants to know what else you are doing. Are you vacationing? Doing volunteer work? Working temporarily? Getting your house in order? Having a much needed rest? Any of these answers would show that you are an active, thinking individual who makes good use of time.

Additional answers which may apply are:

"During this period of time I moved out of state."
"I decided I was needed at home."
"I went back to being a full-time homemaker."
"I decided to take this opportunity to further my education."
"I was in business for myself."

Whatever your reasons are for a job gap, you need to assure the interviewer that the condition has been satisfied and you are ready to go to work.

Example:

> "During the past 6 months I've been self-employed. Now, with the condition of the economy as it is, I find that I need a regular income. I've gotten the desire for self-employment out of my system. I'm ready to work and would like very much to work for your company!"

If you have a job gap you need to cover, write your response below. (Refer to Data Sheets, pp. 14-16, 22-24; Interviews pp. 16-17.)

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"What are your future plans?"

This question may be asked for several reasons. Your interviewer may want to know how ambitious you are, how well you plan ahead, or if you are the type of person who sets goals for yourself. Also, the interviewer may want to know what kind of expectations you have of the company (Can the company meet your expectations?). If your expectations can never be met, you'll probably have morale problems and not stay long. There are no "correct" answers, but it is important to have a really good answer prepared so that you can respond in a positive way.

"How ambitious are you?" An answer might be: "I hope to become very good at my job and perhaps take some more schooling so that I can become a top-notch executive secretary." Or: "I intend to learn the stock so well that someday I can become the buyer for the department."

Both answers tell the interviewer that the job-seeker wants to get ahead, can set realistic goals, and plans to be around awhile. (You may wish to refer to Applications, pp. 45-46.)

"What are your future plans?"/"How ambitious are you?"

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The other side to this question of your future plans is "Can the company meet your expectations?" An example answer to this might be: "One of my future goals is to travel. I understand that this company has offices in several states." (You may wish to refer to Applications, pp. 45-46.)

"What are your future plans?"/"Can the company meet your expectations?"

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"What do you like to do in your leisure time?"

Interviewers ask this question to see if you have outside activities and hobbies that might in some way benefit the company and to find out if you do more that just watch television night after night. This is your chance to mention any community or civic groups to which you belong, hobbies, volunteer work, etc. If you have held a leadership position in a group, be sure to say so.

"What do you like to do in your leisure time?" (Refer to Applications, pp.41-44, then write your response on the lines provided on the next page.)

INTERVIEW QUESTIONS

On the following pages are a number of interview questions you may be asked during the course of your job search. These lists are by no means intended to include all possible questions. These lists are simply more tools to help you better prepare for interviews.

Use each list to pick out "Problem Questions," then prepare positive answers for those questions. If you have trouble deciding which are Problem Questions, first choose the questions you hope the employer doesn't ask.

When preparing your answers, don't rely on your memory--write your answers. Next, practice your answers until they sound and feel right. You should rewrite your answers if you aren't comfortable with them when you practice.

When you are satisfied with your answers, find as many practice interviewers as possible (friends or family members). Have them choose two or three questions from each section--let them surprise you. Make each practice interview as real as possible. That is, decide the company or kind of company with which you will be interviewing so that your practice interviewer can ask specific questions.

All interviews start with a handshake and a greeting, even practice interviews! You should try to meet as many Employer Expectations as you would in real interviews. Use proper manners and give answers that convey that you are Reliable, Dependable and Punctual. In addition, be sure to speak about all your Skills, interests, experience, hobbies, etc. that relate to the job you want.

Be sure that the last question your interviewer asks is: "Do you have any questions?". Never forget your "Call-back closing"!

Don't let your practice interviewers go easy on you. Let them know you expect them to ask "problem questions". They do not help you by being too nice. You cannot count on the real interviewer being easy with you.

Practice--Practice--Practice. The more you do, the fewer surprises you will have in real interviews. The fewer surprises you have in the real interviews, the more Employer Expectations you will be able to meet. The more Employer Expectations you meet, the better your chances of getting a job offer.

Practice = Fewer Surprises = Employer Expectations Met = JOB OFFER

In the following lists, note the small blank in front of each question. When you can answer a question quickly and positively in at least three successive practice interview sessions, put a check-mark in the small blank which precedes that particular question. When questions do not pertain to you, place a dash in the appropriate blank. Have your friend or relative ask any question contained in any list during your practice interview sessions. However, have your volunteer "interviewer" concentrate most on questions not yet check-marked and least on those having dashes before them. The more check-marks you earn (and maintain), the more prepared you will be to succeed in any interview.

Opening Questions

____What can I do for you today? (Interviews 8-15)

____Won't you tell me a little about yourself? (Interviews 8-15)

____What is the position for which you are applying? (Data Sheet 9-10)

____How did you learn of this position opening?

____What kind of work interests you?

____How would you define "cooperation"?

____What is your major weakness? (Interviews 17-18)

____If you could design the perfect job, what would it be like?

____What personal qualities are necessary to succeed in this kind of work? (Job Card 8)

____What do you think might be some of the disadvantages of this kind of work?

____Why do you want to return to work?

____Your hair is a bit longer than the company president prefers. How do you feel about that?

____What interests you about our product or service? (Interviews 19-20)

Questions Concerning Training

____Do you have any special training? (Applications 44-45)

____What machines can you operate? (Data Sheet 19-20)

____Would you prefer on-the-job training or a formal training program? (Applications 30-31)

____What can you do for this company now? (Employer Expectations 14-27; Data Sheet 7-9, 10-39; Applications 27-30, 36-45; Job Card 4-7; Telephone Contacts 5-7; Interviews 8-15.)

____Are you a veteran? Did you gain any job related experience while in the service? (Data Sheet 31-33)

____What are your own special abilities? (Data Sheet 37-39)

____How will your abilities help you in this position?

Education

____Do you have a high school diploma? (Data Sheet 7-9; Applications 27-30)

____What is the last grade you completed in school? (Data Sheet 7-9; Applications 27-30.)

____What was your poorest subject in school?

____What was your rank in your high school class?

____You have a low Grade Point Average. Why were your grades so poor?

____When and why did you choose your particular major in college?

____Why did you leave college before graduating?

____Did you finance part or all of your education? How did you work your way through school?

____What type of books have you read?

____What were your extracurricular activities when you were going to school? (Applications 41-43)

____What subject(s) did you most enjoy studying?

Questions Concerning Family

____Are you married? (Data Sheet 6; Applications 17)

____Do you have any dependents? How many? (Applications 18)

____Do your children live with you?

____Do you have child care arranged?

____Who will care for your child when it is too ill to go to the child care center, the babysitter, or school?

____How would your family feel about you taking long business trips away from home?

____Do you live with parents?

____Which parent has had the most influence on you?

____What are the occupations of your parents? (Applications 19)

____What was homelife like when you were growing up?

____When did you first contribute to the family income?

____How old were you when you became self-supporting?

____Do you have any major debts?

____Have you saved any money?

____How much money do you expect to be making in 10 years?

____Do you live alone?

____Do you have a boyfriend or girlfriend? Is it serious?

____Who are your best friends?

____Do you go to church?

Questions Concerning Health

____Do you have any health problems? (Applications 20-25)

____Have you ever had any serious illness or injury? (Applications 20-25)

____Have you ever been hospitalized? (Applications 20-25)

____Are you taking any kind of medication at present? (Applications 20-25)

____Do you have any physical restrictions? (Applications 22-23)

____Do you have any disabilities or physical limitations? (Applications 22-23)

____Will your limitations interfere with your job performance? (Applications 22-23)

____How often have you been absent from work or school? (Applications 26)

____Do you have any objection to taking some psychological tests?

____Do you mind having an interview with the company's psychologist?

____Do you have any emotional problems? How do they affect you? (Applications 23-23)

____Don't you feel a little too old (or young) for this job?

____Have you ever used any illegal drugs?

____To what extent do you use alcohol?

Questions Concerning Transportation

____What is your basic means of transportation? (Applications 35)

____How would you be getting to work each day? (Applications 35)

____Do you have a driver's license? (Data Sheet 36; Applications 35)

____How far do you live from here? How much time will it take for you to get to work each day?

____Would you mind moving from this area?

____Are you willing to go where the company may send you?

____Can you do considerable traveling?

Questions Concerning Availability

____Do you want to work full-time? (Data Sheet 10; Applications 34)

____Would you be available for part-time employment? (Data Sheet 10; Applications 34)

____What hours would you be available for work? (Data Sheet 10; Applications 34)

____What shift do you prefer? (Data Sheet 10; Applications 34)

____Will you be available for weekend work? (Data Sheet 10; Application 34)

____Can you work the night shift? (Data Sheet 10; Applications 34)

____Will you be available for over-time work? (Data Sheet 10; Applications 34)

____We rotate shifts here every four months. Would this arrangement suit you? (Data Sheet 10; Applications 34)

Questions Concerning Work Experience

____What kind of job do you want? (Employer Expectations 1; Data Sheet 9-10; Applications 31-32; Job Card 3-4; Telephone Contacts 4-5)

____What experience do you have that relates to the job you want? (Employer Expectation 14-27; Data Sheet 7-9, 10-39; Applications 27-30, 36-45; Job card 4-7; Telephone Contact 5-7; Interviews 8-15)

____What jobs have you held? (Data Sheet 10-35; Applications 36-40)

____Why have you held so many jobs? (Interviews 16-17)

____Could you explain this gap in your job history? (Data Sheet 14-16, 22-24; Interviews 16-17, 21-22)

____What did you like most about your last job?

____What did you like least about your last job?

____Why should I hire you? (Interviews 13-15)

____How do you know you can do this job? (Interviews 13-15)

____What do you know about this particular position?

____What do you know about our company? (Interviews 19-20)

____Why do you want to work for this company? (Interviews 19-20)

____Do you get along well with people?

____Have you ever had trouble with other people on the job?

____Can you take instructions without getting upset?

____What do you do if you have a personality clash with a supervisor?

____What would you do if you started to become bored with work?

____What might you do if you began to have problems with the job?

____What might you do if a personal problem interferes with your performance? (Interviews 16-17)

____Will you fight to get ahead?

____Do you demand attention?

____Are you eager to please?

____What have you learned from previous jobs? (Employer Expectations 14-27; Data Sheet 17-39; Applications 35-40; Job Card 4-7; Telephone Contacts 5-7; Interviews 8-15)

____What do you think determines a person's progress in a good company?

____What things have you done that show initiative and willingness to work?

____What supervisory or leadership roles have you held?

____What qualifications do you have for this job? (Employer Expectations 14-27; Data Sheet 7-9, 10-39; Applications 27-30, 36-45; Job Card 4-9, Telephone Contacts 5-7; Interviews 13-15)

____Why should you be successful in this position? (Employer Expectations 14-27; Data Sheet 7-9, 10-39; Applications 27-30, 36-45; Job Card 4-9, Telephone Contacts 5-7; Interviews 13-15)

____What examples can you give that emphasize your interest in this kind of work?

____Can you list any examples of your creativity?

____Are you a good manager? What examples support your claim?

____Have you ever developed or help develop any programs? What? How?

____Have you ever helped to reduce operating costs? How?

____How would you describe your personality? (Job Card 8)

____What do fellow workers think of you? (Job Card 8)

____Have you ever hired people before? What do you expect of an employee?

____Have you ever fired anyone?

____Can you work well under pressure?

____Do you like routine work?

____What do you do in your spare time? (Employer Expectations 23-24; Applications 41-44; Interviews 23-24)

____What was your most important accomplishment during your school years?

____What did you learn from part-time or summer job experiences?

____Since you first started working, have you ever been unemployed for two months or longer? Why? (Data Sheet 14-16; Interviews 16-17)

____Why did you quit the various jobs you have had? (Data Sheet 22-24; Interviews 16-17)

____Do you have references? (Data Sheet 39-40; Applications 46-49)

____Would your last employer recommend you? (Applications 46-49)

Questions Concerning Future Plans

____What are your plans for the future? (Applications 45-46; Interviews 22-23)

____What would you like to be doing five years from now? ...Ten years from now? (Applications 45-46; Interviews 22-23)

____In what geographic location would you prefer to live? Why?

____How does this position relate to your career goals? (Applications 45-46; Interviews 22-23)

____How long would you stay with the company if you were offered this job? (Applications 45-46; Interviews 22-23)

____What other positions have you considered for applications?

____What job in our company whould you choose if you were free to do so? (Applications 45-46; Interviews 22-23)

____What is your philosophy of life?

____Do you plan to go back to school someday? (Applications 30-31)

Questions Concerning Money and Benefits

____How much would you expect to be paid? (Applications 32-33; Interviews 18-19)

____How much money do you expect to make? (Interviews 18-19)

____What are your salary requirements? (Applications 32-33)

____How much do you feel this position should pay? (Applications 32-33)

____What do you expect from this company in terms of benefits? (Applications 32-33; Interviews 18-19)

____What benefits did you receive from your previous employer?

____What was your salary for your last job? (Data Sheet 27)

Illegal Questions

There are certain questions that an employer cannot legally ask. Even so, you might be asked this kind of question sometime during your job search. An Illegal Question may be asked on an Application form that has yet to be updated. An employer who is unaware of new laws may ask an Illegal Question out of habit. Whenever you are confronted with an Illegal Question, you may want to decide whether demanding your rights is worth losing a potential job offer. There are other options however.

You may feel perfectly free to dodge an Illegal Interview Question. This way you can avoid sacrificing your rights while also avoiding putting the uninformed employer on the defensive. Note how the Illegal Question concerning age is dodged in this example.

Employer: "How old are you?"

Job-seeker: "Well, just like Jack Benny used to say, I'm 39."

Dodging an Illegal Question will often serve to protect your rights. However, you still have other options if an employer persists in asking the question. You may inform the employer that the question is illegal. This will usually put a stop to the unlawful questioning. If it does not, you may simply refuse to answer the question. Of course, you should realize that this appraach may make for an uncomfortable and non-productive interview. Still, this kind of employer probably is not the one for you anyway.

Another option you have is to answer an Illegal Question with a false answer. This method will not stop the flow of the interview. The employer will go on to the next question, leaving your privacy secure. Just make sure any answers you make up for Illegal Questions sound believable. If you choose to use this false answer method, only use it in response to Illegal Questions.

There are no standard answers for Illegal Questions, whether you give a true answer, insist on your rights and refuse to answer, dodge the question, or make up a reasonable "little white lie".

An area of illegal questioning will no longer be off-limit if the applicant brings up the subject during an interview. For example, a job-seeker who volunteers information about being divorced may be asked more about this subject. This job-seeker has waived the initial right to privacy in this particular matter.

You should have no problem with Illegal Questions if you prepare and practice your responses in this area.

The following list includes many of the common Illegal Interview Questions. Note the short blank that leads each question. You should put a dash in each blank of questions that do not concern you. You will want to prepare and practice your responses for all the questions that do pertain to you. When you can answer a question quickly and positively, put a check-mark in the blank. As you work in this section you will want to have a friend, relative or counselor ask you the questions that are still blank or check-marked. You should be ready for almost any Illegal Question by the time you have the remaining blanks check-marked.

General

____What is your age?

____What is your date of birth?

____What is your race?

____What church do you attend?

____What is your best friend like?

____To what clubs or organizations do you belong?

____What is your marital status?

____Who lives in your household?

____What is your father's name and occupation?

____What is your mother's name and occupation?

____What kind of military discharge do you have?

____Have your wages ever been attached or garnished?

Single

____Do you live alone?

____Do you live with your parents?

____How do you get along with your parents?

____Will you be giving any financial aid to your parents?

____Do you pay for room and board?

____Do you have a boyfriend or girlfriend?

____Is your relationship with this person serious?

____What are your plans concerning marriage?

Engaged

____When do you plan to marry?

____What is the occupation of your future spouse?

____Do you plan to work after you are married?

____How long will you work after you are married?

Married

____What is your maiden name?

____Do you rent or own your home?

____What are your financial obligations?

____What is your spouse's occupation?

____How long has your spouse been in this position?

____Does your spouse like his or her job?

____What does your spouse think about you working?

____How long is your spouse willing to have you work?

____Is there any possibility that you will need to relocate?

____If both you and your spouse are working, for what will you use the extra money?

____What are you plans concerning raising a family?

Children

____Do you have children?

____What are the ages of your children?

____Do you plan on having additional children?

____Who will be caring for your children while you work?

____How much will child care cost you?

____How will the school-aged children be cared for during summer recess?

____How does your spouse feel about your leaving the children to work?

____What is the general health of your children?

Divorced

____How long have you been divorced?

____Why did you divorce?

____What financial support do you provide your former spouse?

____What financial support do you receive from your former spouse?

____Are you legally required to provide support to your former spouse?

____Do you have children to support?

____Who has custody of the children?

____Do you plan to marry again?

Arrest, Jail and Conviction

____Have you ever been arrested for a misdemeanor?

____Have you ever been jailed for a misdemeanor?

____Have you ever been convicted of a misdemeanor?

____Have you ever been arrested for other than a minor traffic violation?

____Have you ever been arrested and jailed for a crime?

____Have you ever been arrested for a felony?

(Remember: The only legal question concerning this subject is, "Have you ever been convicted of a felony?")

Four More Problem Questions

The scenario: You are sitting in a handsome and comfortable office. The employer is smiling and courteous. You are bright and confident: You are interviewing for the perfect position and your performance has been excellent. Then, it happens! The sunlight streaming through the window dims and dies. Lightning slashes the sky. The roll of thunder dances your chair around the darkening room. Now towering above you, the employer's steel and piercing eyes catch your eyes for the final truths. One after another the employer's voice hisses the four questions you had hoped never to be asked. The earth trembles. What can you do?

First, wake up. This is a nightmare! Second, write the four questions that you hope you never have to answer during an interview for a job.

1. ____

2. ____

3. ____

4. ____

How would you answer these nightmarish questions?

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. --

"Do You Have Any Questions?"

One of the last interview questions an employer may ask is, "Do you have any questions?" The employer asks this as a common courtesy and as one more test of the job-seeker.

The job-seeker who has no questions will not do well in this test. The employer will probably assume that this person has no serious interest in the position.

You will do well simply by having one or two questions ready. These questions should not be aggressive, so don't ask about salary and benefits (deal with these issues only after you are offered the job). Your questions should be assertive and show your concern for the position and company. Rather than ask what the company can do for you, you will want to ask what you can do for the company.

The following list may serve as a guide to the kind of questions you might ask at the end of an interview. You may use questions from this list or make your own. Just don't waste your questions. Ask for information that really will be useful to you.

___What kind of training might I expect if hired for this position?

___Is there anything I can do or study to get a headstart on learning this job?

___How much supervision would I receive as a new employee?

___What hours will I be working if hired?

___Will there be a chance to work over-time in this position?

___With whom will I be working?

___May I see the area where I would be working?

____What company is your biggest competitor?

____What weakness do you find in my background relative to this job?

____Would you describe your concept of the ideal employee?

After you have determined what you will ask an employer, write your questions on a white 3-inch by 5-inch index card rather than depend on your memory. When asked if you have any questions, reach for your white card and a Job Card. This way you can ask specific questions and be preparing for a good Call-Back Closing.

The Call-Back Closing

Seldom will you be offered the position you want at the end of the interview. An employer will need some time to consider you for the position. The employer may have other applicants scheduled for interviews. Although you may be the best applicant seen so far, it just makes sense for the employer to check other options if the position need not be filled immediately.

Usually an interview will conclude with the employer saying, "I'll be contacting you soon to let you know my decision." This should be your cue to begin your Call-Back Closing. Rather than leave it that you will be contacted, you should arrange to contact the employer. You might say, "I have several interviews scheduled, but I am very interested in this position. Rather than risk missing your call, when can I call you?"

The employer will appreciate this expression of your interest. Also, your Call-Back Closing suggests that you should be hired soon--before another employer offers you a job.

Write down the date and time the employer asks you to call. Thank the employer for the time spent with you. Then, present your Job Card. You may say, "Here is the number where I can be contacted if you need to reach me before I call on Wednesday (or whatever day you are scheduled to call)."

This kind of Call-Back Closing is simple, yet powerful. In the last minute of the interview you will be asserting your interest in the position, your value in the job market, and (by means of your Job Card) your Skills, Abilities, Experience and Good Qualities!

You will be able to indicate once more that your are Reliable and Punctual when you call-back as scheduled.

"Sorry, We Can't Use You Just Now."

When you call-back as scheduled, you may learn that another applicant was chosen to fill the position for which you applied. You should not be discouraged if you are not offered a job after your first interviews. The time and effort you put into any interview will not be wasted.

Your Interviewing Skills will improve each time you put them to the test. You should become aware of any weakness in your presentation the more you use it. You will be able to correct the weakness if you simply figure out how you can better meet an employer's expectations in this area. Practice makes perfect. Actual interviews make for perfect practice.

The average job-seeker will just quit when the employer calls to say, "Sorry, we can't use you just now." However, you already know that you still have options when told there are no openings. You can use this moment to restate your interest and arrange another phone call, ask about other available positions, or get some Job Leads. (Telephone Contacts 13-14)

The Job Offer

The more you are interviewed for positions, the more likely you will be offered jobs. The reaction of most job-seekers is to accept the first offer immediately. There are some things you should consider before accepting. Consider the position, the company, the employer, other workers, salary, working conditions, benefits, shift, duties, etc., etc.

It's helpful to take some time to figure out if the separate elements of employment with a particular company seem satisfactory. The employer who offers you a position must value you. He or she should be willing to give you a reasonable amount of time to think over your decision (24 hours, at least). The employer should be willing to answer further questions you may come to have (after receiving the Job Offer, one question you should ask concerns salary).

You have options. Whether you choose to accept the job on the spot, take time to think about the offer, or decline the offer and continue your job search, **the best measure of success will still be in finding the job you really want and can do well!**

jist®
Job Information and Seeking Training Program

Evaluation Sheet

Staff Training, Resource Materials, Program Consulting on Teaching People To Find Their Own Jobs.

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section?______________________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address).______________________________

____

3) What did you like or find useful about this section?____________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better?______________________________

____

____

5) Do you feel, after reading this section, better prepared to find a job?__________

In what way?____

____

If you are willing to send us your workbook, with any notes, improvements,or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name____

Address______________________________________ zip code________

Age__________________ Sex__________________ Race__________________

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 (high sch.) 13 14 15 16 (college) 17 18 19 20 (post grad.)

Do you have any other special training? If so what kind?____________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work?____________________

What kind of work are you looking for?______________________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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JOB LEADS

The job seeker will learn the basic sources for getting job leads, both traditional and non-traditional. For each source, the job seeker will learn the components of the method, the success rate and failure of each, and the advantages and disadvantages of each.

The job seeker will be expected to put together a list of prospective employers that hire people for the job he/she is interested in. As soon as the proper paper tools have been prepared and the client feels comfortable in beginning the job search, he/she will be expected to gain practical experience by making contact with the prospective employers on the list. The client will learn how to evaluate the job seeking methods he/she learns according to their effectiveness and work out a time chart that will allow the most time for the most effective methods, the least time for the least effective methods, and eliminate those methods that yield no results.

GOALS AND OBJECTIVES

FOR THE TRAINER

The overall goal is to teach job seekers effective methods for gathering JOB LEADS. There are two issues involved: where to find the leads and how to approach the leads. Among the secondary goals are the following:

A. Encourage job seekers to use all the resources at their disposal.

B. Encourage job seekers to use non-traditional ways that have been proved more effective and explain all areas of JOB LEADS using access to as many resources as possible.

C. Emphasize those techniques that get leads to the hidden job market. The job seeker should concentrate on methods that will uncover 85% of the jobs available which are never advertised, rather than seeking those everyone else is aware of.

D. On the basis of what has proven effective for others, the trainer should help job seekers determine the most effective use of their time in the job search. Learning to judge the effectiveness of certain methods through personal experience or that of others is a benefit that will stay with the client through many future job searches, if necessary.

E. Clients should be encouraged to guard against spending a lot of time on one particular method, especially if it is not effective.

F. Apprise job seekers of the fact that if they choose not to use the tried and true methods they will risk not being successful.

FOR THE JOB SEEKER

The job seeker must know the goals of each part of the job search in order to be able to relate the exercises involved to his/her activities. In getting JOB LEADS, the clients need to know the following:

A. How to find where the jobs desired are located.

B. How to determine the most effective means of getting to the job openings.

C. How to determine the amount of time to spend each week on the job search; for example, if the client is seeking a 40-hour-a-week job, he/she should plan to spend about that much time in the job search.

D. How to evaluate methods used in relation to time and effectiveness.

E. How to use time most effectively in getting JOB LEADS.

THE PHYSICAL SET-UP

ROOM SIZE AND MATERIALS NEEDED

In the **JIST WORKSHOP** setting, the trainer allowed 60 minutes for JOB LEADS. Trainers found that a group of 6 to 12 people proved to be very satisfactory. A larger group can be involved, too, but with it there is less chance of group interaction.

Chairs with arm rests or tables to write on, pads of paper and pencils are needed by the clients. An easel with newsprint or a blackboard and chalk are needed by the trainer. Chairs may be grouped in an informal way, and since this material may be presented in an instructional manner, there may be no need to re-group clients in pairs or triads.

The trainer may find it helpful to have duplicated hand-outs made in advance of the session that will list information on resources as well as gathering a collection of traditional resources.

Following is a list of four pieces of information the trainer may want to have duplicated and which can be found as appendices to the Workbook chapter on JOB LEADS:

1. Chart: "How Americans Seek and Obtain Work"
2. Form: "Prospect List"
3. Description: "Information Interviews"
4. List: "Cardinal Rules for Information Gathering"

Other materials will have to be prepared by the trainer using local, state and federal references. These two hand-outs should be prepared as outlines of local JOB LEADS and should include the following information briefly described with addresses and phone numbers where possible.

1. Local JOB LEADS:
    - A. Managers of several companies and their personnel offices
    - B. Personal and social contacts
    - C. Yellow pages
    - D. Local, state, federal employment services
    - E. Temporary agencies
    - F. Private agencies
    - G. Specialized agencies
    - H. Bulletin Board of schools, colleges, universities
    - I. Chamber of Commerce
    - J. Local media: newspapers, radio, television
    - K. Trade and professional journals
2. Traditional Resources: A Dismal Look
    - A. Want ads (Briefly describe and mention advantages and disadvantages)
    - B. Employment agencies (Give same information as for want ads)

OPTIONAL AIDS

The trainer may want to include other practical as well as visual aids such as the local Yellow pages, want ad sections from local newspapers and regional newspapers, trade and professional magazines and journals, a city directory, and any other he/she sees fit to use.

ROLE OF THE TRAINER

ASSESSING THE JOB MARKET

Anyone about to step into the job marketplace needs to know the boundaries of the territory: what is open, what is closed, and all the middle ground that might yield JOB LEADS.

The trainer will want to teach clients about the resources available to them for use in getting JOB LEADS, but not knowing where to look for leads is only part of the problem. Knowing how to use the JOB LEADS in relation to their effectiveness is the biggest problem for clients and one that is hard to explain and assess. Clients cannot arrive at an answer to this problem until they have actually gone out into the marketplace. The most important preconception of the clients that the trainer must try to change is that not all jobs are open to them. Some clients think that only jobs advertised in want ads or listed with employment agencies are available to them. Others may have had negative results in setting up interviews and not getting jobs. In this section, the individuality of the clients will make the trainer's job more difficult. Using the methods that have been tried by the JIST staff and found to be effective, the trainer should emphasize that clients use the non-traditional methods for finding JOB LEADS.

The trainer must invest himself/herself with a thorough knowledge of these tools as they relate to the local job market as well as the job market in general for those clients who would be willing to relocate. Of primary importance, the trainer must seek to open up all the possibilities to clients. That will require some time ahead of the session to research and prepare the list of resources, and to be prepared to answer questions intelligently regarding the list. The trainer should be prepared to combat the attitude that an advertised job is a "secure" approach – there is a job opening, someone will be hired for that job, and it requires no searching to find. The trainer may point out that because the advertisement makes the job open to a larger number of people, there is less chance to get the job. The trainer may point out that employment agencies list many jobs but also have many clients to offer those jobs to. This statement may be reinforced by someone who has had the experience of being aligned with a state employment agency for a period of time and is still unemployed with no significant JOB LEADS.

When presenting the non-traditional approaches to the clients, the trainer needs to instill confidence in the approaches, he/she should emphasize that about 85% of the jobs available are never advertised, that about 60% of the jobs that are secured come from leads furnished by friends and relatives, and about 35% of calls made directly to a prospective employer end in success in getting a job.

The non-traditional approaches to JOB LEADS – build prospective employers lists, make TELEPHONE CONTACTS, inform friends and relatives of the job search and use them as a resource, make cold contacts – are all good, but may not all be effective for each client. Therefore the trainer will want to focus on those lead finding methods which have been proved effective and help clients determine which methods are best for themselves. He/she will need to keep up-to-date on current job trends and have a thorough knowledge of the local job market. The trainer may offer personal experience as an example.

VERBAL INSTRUCTIONS

THE DIDACTIC METHOD

The trainer will find that he/she can present much of the material that relates to JOB LEADS in a didactic, instructional manner. The material can be grouped according to two areas, Traditional Job Leads and Non-traditional Job Leads. The didactic presentation should include the following information:

1. A definition of each area
2. Comparison and contrasting of the two areas
3. Examples of both areas. (Pick examples appropriate to the area. In a highly industrialized area, cite the biggest employers, including the three branches of government. In an area which manufactures automobiles, cite the major automotive plants and related industries. In areas which rely chiefly on agriculture, cite not only large farms but related suppliers of agricultural equipment.)
4. Back up examples and explanations with statistics. (Numbers are a powerful influence in altering a point of view.)
5. List advantages and disadvantages of each area

The didactic presentation should also allow for group interaction, which he/she can precipitate by asking, "On your last job hunt, did you find this to be true? If not, what happened?" In the group setting, usually one question will get the ball rolling and the clients will keep the discussion going among themselves. Allow clients to challenge such statements as "Going straight to the employer is the best method." Allow peers to discuss and solve such fears as competing "with all those people in line at the agency" or "all those people who answer want ads." Allow clients to express objections to the non-traditional approaches and lead the discussion toward positive answers:

1. "They want someone with more skill or professional training than I have to offer." *Perhaps there is on-the-job training or apprenticeship training available.*
2. "The only jobs open are on the entry level and don't pay enough." *There may be periodic pay increases; incentive raises; higher level jobs may be open to someone with the necessary skills.*
3. "I'm not assertive enough to make non-traditional approaches." *Assure clients that preparation of paper tools and practice on the job seeking techniques will give them the confidence needed.*
4. "I can't make a cold contact; I get too nervous." *Not every client must use every technique presented. Encourage clients to use the methods that feel the most comfortable and are most effective for them personally.*

LINKING THE PAST AND THE FUTURE

In any discussion about JOB LEADS, the trainer will want to engage the client in thinking about ways to convince employers to grant an INTERVIEW because he/she is the best person for the job.

A review of the paper tools the clients have prepared will help the trainer relate JOB LEAD material to the positions desired and to EMPLOYER EXPECTATIONS. The paper tools furnish a basis from which to approach employers with TELEPHONE CONTACTS and a knocking-at-the-door method.

Using the prepared hand-out materials, the trainer will inform clients of the sources where they can get JOB LEADS. He/she make want to list these on the blackboard or easel also as they are discussed in the group structure. The trainer should be prepared with factual information to back up the lists such as will be found in the Workbook information.

1. Going straight to the employer — 35% success rate.
   Give the steps to follow from preparing prospect list to request for an interview.
2. Enlist aid of friends and relatives — 27% success rate.
   Give recommendations as well as warning of things to watch out for.
3. Explore want ads and follow through — 14% success rate.
   Give tips for effective use and the failure rate.
4. Sign with employment agency — 14% success rate.
   Tell clients what to expect, what to avoid and the failure rate.
5. Other sources of information.
   Material may be duplicated and handed out to clients. The trainer will find an explanation in an appendix. There are also two types of information interviews in the Workbook section on JOB LEADS.

PLANNING TIME AND JUDGING METHODS

The trainer needs to introduce to clients ways to organize their time as they proceed with the job search. As experience will show, the most time should be allowed for the most effective methods. The trainer will want to stress these points:

1. Clients should not rely just on one method.
2. Clients should consider using several methods, as many as four or five or six, if they prove to be effective.
3. No one should feel that all methods must be used.

The trainer might suggest the following ways to record time and method and results:

HIDDEN JOBS (85%)		**ADVERTISED JOBS** (15%)	
METHOD	TIME	METHOD	TIME
Telephone Contacts	15 hours/week	Want Ads	3 hours/week
Friends and Relatives	10 hours/week	State agencies	2 hours/week
Cold Contacts	8 hours/week	Special agencies	2 hours/week
	33 hours		7 hours

A total of 40 hours spent in job search

PARTING REMARKS

WRITTEN ASSIGNMENTS

The key to making written assignments is whether the trainer will see the client again in a workshop setting. If the trainer will not see clients again, then his/her parting remarks should be words of encouragement and persuasion – encourage the client to build prospect lists and then begin to contact employers.

If the trainer expects to see the client again, the assignments should be some paper work that the trainer can easily review. Different types of assignments can be made from the extensive sources available to the client.

GUIDELINES FOR ASSIGNMENTS

All initial assignments should concentrate upon the clients' use of the Yellow pages. This is the tool, the one probably not used by clients, but the one that will give them the most leads.

General assignments to clients should yield as many different responses as there are clients because each client will be concentrating on his/her own job hunt, on the ways that are most effective for him/her individually. Assignments should not be made to produce "a lot of busy work" or to accumulate a lot of material that will not be beneficial to clients.

The trainer should be cautioned never to say, "Never use __________ method." The key is not in what the client uses and doesn't use. the key is in *how many resources* the client can meld into the job hunt at one time and *how much time* is given to a particular resource in proportion to its effectiveness for the client.

SOME PARTICULAR ASSIGNMENTS

The trainer may want to use this outline to give clients a basis from which to get JOB LEADS:

A. Create a plan of action

1) Develop a prospect list from the Yellow pages.

2) Research other prospects from directories at the Chamber of Commerce or the public library.

3) Read want ads and circle the likely prospects.

4) Make visits to agencies.

5) Inform friends and relatives of the job hunt and enlist their moral and practical support.

B. Follow through on the plan

1) Visit employers.

2) Make telephone contacts and seek to schedule appointments for interviews with other employers.

IN CONCLUSION

The JIST trainers seek to enlist clients in the Job Club follow-up. Trainers in other types of settings should also encourage clients to create for themselves a structured follow-up or join a follow-up program. Group support and interaction will be of great benefit in the job hunt and, later, job retention. Success can become a spur to other clients to renew their efforts until they have achieved the same success.

Job Leads

By your own dedicated work in this book, you have learned various ways in which to convince an employer that you are worthy of an interview and, then, a job offer. Your new knowledge will serve you well. Yet, knowing how to meet the Employer Expectations through exceptional job-seeking tools and in interview situations is not enough to insure your personal success and satisfaction. You need to develop good JOB LEADS so that you can locate the job you want and direct your job-seeking skills toward being offered that job.

What are the ways in which you have looked or are presently looking for JOB LEADS? Considering how well each method seems to work for you or the amount of time you devote to each, what priority level would you assign to the different methods you use when trying to locate job openings? To answer these questions, list your methods for finding JOB LEADS according to the importance each has for you:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

In this chapter, both traditional and more unique methods of finding JOB LEADS will be explored. As you read about these methods, you should compare your methods and the priority you have given each with what you learn. You may decide that your list can be changed for the better.

Too many people try to find the available positions only through following "visable" JOB LEADS. These JOB LEADS are made visable by newspaper want-ads, employment and placement agencies, and other traditional sources. Relying on visable JOB LEADS alone, a job search usually is less than rewarding because a.) the majority of "visable" jobs are low paid or demand very scarce Skills, and b.) the job-seeker is in direct competition with every other job-seeker who has access to visable JOB LEADS (which includes nearly everyone).[1]

The following, statements illustrate some of the attitudes job-seekers commonly have after vainly pursuing visable leads for awhile. Perhaps you have heard these or similar comments. Perhaps you have made such comments:

--"I've been looking for work these past six months now... What a waste of time!"
--"I read the want-ads everyday, but there are no jobs listed that I want."
--"The employment office doesn't seem to be of much help... There are so many other people down there anyway."
--"There just aren't any jobs available... I guess it has to do with the present state of the economy."

The preceding example statements also illustrate an underlying belief that people, who depend only on visable JOB LEADS, may come to have. The belief is that very few job openings exist. This belief, however, is maintained merely because **just 15% of all available jobs are ever made "Visable"!** This means that even the most active job-seeker depending on visable sources could only be aware of 1 job opening out of every 6.66 jobs available.

Contrary to what the number of visable JOB LEADS might suggest, jobs do exist. Barring a major economic depression, there are at least **one million job openings each month** in the United States! Two million positions are available in each month of "normal" economic times! Three million jobs are open each month in more productive and prosperous times![2]

85% of all available jobs are "hidden"--not advertized in want-ads or listed by employment and placement agencies, etc. Major reasons why a job-seeker should concentrate on developing Job Leads toward hidden job openings are:

1.) Obviously, there are far more hidden jobs from which to choose than visable jobs. (17 out of every 20 job openings are "hidden".)

2.) Because they are "hidden", competition from other job-seekers is far less keen than is usual for visable job openings.

3.) Because of more availabilities and less competition in the "hidden" job market, a job-seeker is more likely to find the position he or she wants and can do well.

In this chapter, you will explore some resources for accessing the "hidden" job market, review traditional "visable" resources, and form a plan for developing and following your own JOB LEADS.

JOB LEADS: THE "HIDDEN" JOB MARKET

As opposed to what the name may seem to imply, there are few mysteries connected with the "hidden" job market. Each hidden job is still managed by an employer who has certain expectations that will be met by the right person for the job. The job is hidden merely because the employer did not choose to list the opening in the newspaper or with employment and/or placement agencies.

There are several reasons why an employer may decide not to make the position "visable". The employer may decide that advertising the job is not worth the money, time and effort required. The employer may want to avoid the great waste of his or her own time and office staff time that would result from dealing with the countless applicants who are looking for "just any job". The employer may intend to fill the position with someone already employed by the company. The employer may sort through applications that are on file and arrange interviews with the most promising applicants. The employer may just wait for the first good job-seeker who calls or comes through the front door. ETC., etc.

Since 85% of all available jobs are hidden and competition for these positions is minimal, you need to solve this mystery: "How does one find hidden jobs?" Once you discover and apply the solution, your job search will be prime for success.

The most effective method of finding hidden jobs is to apply directly to the employer. Studies reveal that two-thirds of all job-seekers use this method. Without prior knowledge as to whether positions are available or not, these job-seekers simply contact employers about work. More than half of these job-seekers succeed in getting jobs by this method. So, for your own consideration, the advantages in making direct "cold contacts" with employers include:

-- This method is most effective for finding hidden jobs.
-- This method is most effective for obtaining employment.
— Direct contact with the employer insures efficient scheduling of an interview.
-- Competition from other job-seekers is minimal.
-- One does not have to wait for listings to become "visable" before seeking a specific position.
-- This method allows the development of still more JOB LEADS.
-- Whether an opening exists or not, this method permits the job-seeker to show how he or she meets the employer's expectations concerning a good employee.

The last advantage listed above suggests the solution of one other mystery. The mystery is: The job that is hidden from the employer! Many employers have the option to create new positions as thought necessary. An employer can choose to exercise this option when, during a "cold contact", the job-seeker proves to have skills much needed by the company. So, in this case, the employer sees the right person for the job, then sees the right job. (For this reason, except for Telephone Contacts, you should be prepared for any direct contact you initiate with employers to turn into an interview.)

In order to be able to make direct contact with employers, you will need to do some research to collect and organize a list of potential employers. This "prospects list" should include at least the names, addresses and phone numbers of businesses where you think you might find the job you want. Further research should provide other useful data, including the names of the people with whom you should speak.

Here are just a few of the resources in which you can conduct your research for your prospects list... your "hidden" JOB LEADS:

The Yellow Pages
The Chamber of Commerce
The Public Library
Associations and Local Organizations
Friends, Relatives and Acquaintances

The following are brief summaries of how each of these resources may be used for the research and development of JOB LEADS for the hidden job market.

The Yellow Pages

The Yellow Pages telephone directory is an excellent resource for beginning a prospects list. This directory contains the most basic, current information with which you can locate several potential employers. First, because businesses are categorized according to the kind of products and/or services provided, finding lists of companies that might need your special Skills is fairly simple--especially if you use the index. Second, each company in a particular category is listed by name, address and telephone number. Third, you have already developed a telephone contact presentation by which you can turn directory data into JOB LEADS and interviews. (Telephone Contacts, p. 8.)

You should be complete and creative in your research in the Yellow Pages. Read the entire index from A through Z and list any reference that even remotely suggests a link to the job you want. For example, a job-seeker who wants a position concerned with food preparation may at first be thinking in terms of restaurants. However, the index of the Yellow Pages may provide this person with these lead categories:

Airline Companies	pp.16-17
Airports	p.18
Amusement Places	p.20
Bakers, Retail	B*
Banquet Rooms	pp.121-124
Banquet Caterers	pp.196-198
Banquets, Restaurants	pp.670-690
Barbeque	p.124
Basket, Dinners, see Chicken Dinners	p.200
Beach, Motels, see Motels & Hotels	pp.488-494
Beach, Resorts, see Resorts	p.669
Boarding, Homes	
see Nursing Homes	pp.523-527
see Rest Homes	p.670
see Sanitariums	p.704
Boat, Launching Sites	B*
Bowling Alleys	p.157
Buffet Dinners, see caterers	pp.196-198
Bus Lines	p.171
Etc., etc., etc.	

*B represents the "Business to Business" Directory

Note that only categories beginning with the letters A and B have been listed above for purpose of example. Categories relating to food services have yet to be explored from C through Z! Also, remember that these are just the categories and that each represents a few to a few hundred potential employers.

Depending on the job you want, the locality in which you want to work, the amount of listings in the Yellow Pages for that locality, and the dedication you apply to your research: The Yellow Pages will provide you several to several thousand JOB LEADS! So, for your job search, you should consider the Yellow Pages to be the best set of want-ads available.

In this same vein: You may find that the White Pages of the telephone directory will supply you with further leads because not all employers choose to list their businesses in the Yellow Pages. Some directories now include Blue Pages for governmental listings (The government employs more people than any other institution). "Business to Business" directories are becoming popular and are excellent resources since they usually list companies within a wide area or region, rather than just one city.

An Equation:

1. Yellow Pages = JOB LEADS (Hidden Job Market),

2. JOB LEADS + Telephone Contacts = Interviews =Job Offer = Job!

The Chamber of Commerce

A Chamber of Commerce is an association which has been established to further the business interest of its community. Your local Chamber of Commerce can be a good source of information on companies that might require your particular Skills, Abilities, Experience, etc. Many Chambers of Commerce, especially at the state level, publish "Industrial Directories" that provide various data on area businesses. Thus, the Chamber is not only a source for JOB LEADS, but it is also a potential resource for research valuable in answering such interview questions as: "Why do you want to work for this company?" (Interviews pp.19-20)

You can locate the Chamber of Commerce by referring to the Yellow, White, and/or Blue Pages of the telephone directory. At the same time, you might also locate institutions of similar use under the following categories: Business and Trade Organizations, Community, Government, and Social Service Organizations, etc.

The more data you discover about companies will help you approach interviews with them in a more informed and confident manner. However, when your research with the Chamber of Commerce and other institutions only provides you with names of companies that require your Skills, that will suffice. You can return to the phone book for the basic data you need to establish contact.

The Public Library

The Public Library is a valuable resource that is overlooked by job-seekers all too often. The following is a very small sampling of the library materials that can aid in developing JOB LEADS and background data for the job search:

Directories of Businesses:

Poor's Register of Corporations, Directors and Executives
Thomas Register of American Manufacturers
Dunn and Bradstreet Million Dollar Directory
Dunn and Bradstreet Middle Market Directory
Federal Register
Directory of Corporate Affiliations
(These are but a few of the many directories commonly available.)

Telephone Directories:

Many libraries maintain a collection of current telephone directories from most major metropolitan areas in the country. This collection would be of particular use for the job-seeker who desires to relocate.

Also, local directories are on file to benefit the job-seeker who wants to avoid the distractions of home, or who does not have personal access to such resources.

Newspaper:

The Public Library maintains a complete collection of local, daily newspapers. This collection may be especially useful for the job-seeker who wishes to research some local company, in preparation of an interview.

Professional and Trade Journals:

Many professions and trades are represented by journals or magazines. These publications are concerned with the current trends, history and projected future of the specific field each surveys. Such periodicals, therefore, are outstanding resources for helping the job-seeker portray a more up-to-date "professional" image during the interview. Such journals may also contain articles that suggest new markets for the profession or trade. New markets = new JOB LEADS!

Again, remember that the preceding resources are only a few of the many your Public Library may offer. Beside the numerous job-seeking aids, two other factors should be credited Public Libraries: 1.) Librarians are available to assist you in locating materials that will be of great use to your job search, and 2.) The service your Library provides is free.

Associations and Local Organizations

An association is an organization of people who have common interests and/or purposes. An association can be strictly local or the local chapter of a state, regional, or national oranization. Many associations have been formed among persons doing similar kinds of work. A sampling of such job-oriented associations include:

American Road and Transport Builders Association
Associated Builders and Contractors
Home Builders Association
Association of Plumbing, Heating and Cooling Contractors
State Association of Realtors
State Electronic Service Association
Federation of Licensed Practical Nurses
State Food Processors Association
State Hotel & Motel Association
National Motor Carriers
Labor Relation Assolcation
State Restaurant Association
State Retail Council
State Service Station Dealers Association
Mechanical Contractors
National Association of Social Workers
National Retail Hardware Association
Society of Broadcast Engineers
State Watchmakers Association
State Manufacturers' Association

Associations may vary greatly in function and perspective. Some are professional organizations, while others are union, promotional or lobbyist organizations. Still, each represents a potential source for JOB LEADS.

You should use the Yellow Pages, White Pages, and "Business to Business" directories to determine what associations are accessible and of potential use to you. Research these directory categories: Associations, Business and Trade Organizations, and Labor Organizations.

When you contact an association, ask for a listing of all the local businesses that employ people for the type of work you want. Also, you should ask for any other information (conversation, brochures, etc.) that might be volunteered.

If possible, you may want to join some association(s) you contact. Membership in any job-oriented organization will allow you more access to "inside" information. Attending meetings and being introduced to other members will make you familiar to your peers.

Other local organizations are social or community-oriented. These may be of some benefit in discovering JOB LEADS because of the communications network each such organization provides. You may locate these organizations under Associations, Community, Foundations, and Social Services Organizations in the Yellow Pages.

Friends, Relatives and Acquaintances

Friends, relatives and other people with whom you are familiar can be valuable resources in helping you find leads to hidden jobs. These people do not have to locate actual openings to be effective for you. Some of them may be able to inform you of employers who manage jobs that require your special Skills. Some of your friends, relatives and acquaintances may know people engaged in your kind of work who, in turn, know which employers in the area hire for these positions.

You should discuss your job search with family and friends. Give them copies of your Job Card and Resume so that each will know exactly what you want and how to present you to potential employers. You might ask that your Job Cards be passed along to the "hot prospects" your people encounter; you can provide replacement Job Cards. Be sure to have your people contact you immediately concerning job openings or prospective employers they identify.

Quite a few job-seekers successfully enlist the help of family, friends and acquaintances in their job searches. More than one out of every four jobs (27%) are obtained by this method!

You should read and consider the following advantages, disadvantages and recommendations before you begin asking the assistance of your friends and family in your job search.

Some Advantages of having Friends and Family help in finding Job Leads:

--Because a person can only be one place at any one time, the solitary job-seeker is quite limited in the amount of JOB LEADS he or she can gather. However, this limitation is greatly reduced when others assist the job-seeker's effort--more people to collect information in more places at any single moment!

Thus, by enlisting the aid of family and friends, a job-seeker can develop more prospects and better determine which employers to approach.

--An employer will more likely talk with the job-seeker who has been recommended by an employee, co-worker, or friend who is similary employed.

--Beside receiving more leads, the job-seeker can be notified of actual openings, depending on the similarity between the job being sought and the positions held by some friends, relatives and acquaintances.

Some Disadvantages of having Friends and Family help in finding Job Leads:

—A little caution is required when asking the help of friends, relatives and acquaintances in a job search. Too often, a job-seeker may give the impression that others should get jobs for him or her. Sometimes a job-seeker may seem to expect others to make recommendations to their own employers. These impressions are apt to have a negative effect on the number of leads the job-seeker receives and on the quality of the interpersonal relationships involved. Rather, the job-seeker should always be tactful and considerate when asking the assistance of others.

--Friends and relatives may have difficulty in being objective. They might not be able to evaluate and describe the job-seeker to an employer in terms of meeting certain expectations. Also, when a friend or relative does not have a very clear sense for the position being sought and the special Skills being offered, the job-seeker* could be channeled into following useless leads or even seeing the wrong people.

*You, however, will be able to promote a good amount of objectivity among you family and friends by supplying each with one of your Job Cards and/or Resumes.

—Relatives, in particular, can be a bit weird at times. Some may have their own plans for the job-seeker's future and might unwittingly apply pressures that won't help at all. Such relatives can be more interested in having the job-seeker secure a position "to make something of himself/herself" rather than find the desired job. When a job-seeker encounters a contrary attitude from a family member, he or she should explain that the position being sought is the one most desired and the one for which he or she is best Skilled to do well.

The advantages of having friends and family help you in finding JOB LEADS far outweight the disadvantages. This is especially true since you know that 27% of all jobs obtained through this method and all the disadvantages can be discounted easily.

Some Recommendations for having Friends and Family help in finding Job Leads:

--Again, you should put your Job Cards and/or Resumes to good use in explaining to others the position you want and the Skills you have to offer. These job-seeking tools will allow your friends, family members, and acquaintances to be more accurate in evaluating information, jobs and employers of potential interest to you. Also, if they choose to do so, your people will be able to describe to their own employers how you are the right person for the job.

--You should always use tact and consideration when approaching others to assist you. After all, you are asking an important favor. By the same token, you should never pester anyone to get you a position. It is your responsibility to turn JOB LEADS into interviews, and interviews into job offers. You are better qualified than anyone else for meeting this responsibility anyway. Remember: It is easier to find jobs that it is to find significant relationships.

--When someone refers you to an employer, you should try to determine the quality of the relationship between your referral source and the employer. Now, you may not be able to do this in many cases, especially if your source is one employer who refers you to another (Telephone Contacts, pp.13-14). However, the idea is to avoid bad situations in which you are caught in the middle. For instance, you would not want to contact an employer who says of your referral source: "You mean that **** told you to call me!", or, "Next time you see that ****, you can tell him I'm still waiting for the $500 he owes me!"

Other Resources for Leads to Hidden Jobs

Other resources you develop for finding Job Leads depend on your own insight and effort. Your research with the Yellow Pages, Library, Organizations, family and friends, etc., should provide direction toward a host of other resources available to you. Each new resource you discover may reveal others still.

However, you should not wait to complete your research and prospects list before you begin to contact potential employers. It is doubtful that your research and list could ever be complete! Rather, you should start contacting your prospects as soon as you learn of them. You can continue your research for Job Leads between the times when you are busy with Telephone Contacts and Interviews. In fact, as you should recall, you will be collecting many Job Leads during your quest for Interviews (Telephone Contacts, pp. 13-14; Interviews, p. 41).

One other resource that might be of great benefit during a job search is the employment contractor specializing in temporary help. This type of agency arranges to perform short-term services for businesses, then hires people to fill the positions on a temporary basis--from one day to one year. This sort of arrangement can be useful for the job-seeker who needs to make some "survival money" in order to continue his or her job search. Yet, temporary work can be a good source for research and Job Leads too. The job-seeker who engages in temporary work similar to the desired position can learn or review procedures, equipment operations, and so forth that will be important in the future job. Generally, this job-seeker will also be among non-temporary personnel, many of whom represent Job Leads since they are apt to know of other places involved in providing similar products or services. A few of the areas for which "temporary help" agencies hire are:

Secretarial
Labor, Unskilled
Labor, Skilled
Technical
Clerical
Demonstration
Marketing
Factory
Assembly
Security
Word Processing
Data Processing
Project Service
Warehouse
Etc., etc.

Temporary work agencies may be located in the Yellow Pages directory under the category, "Employment Contractors-Temporary Help".

Whatever resources you choose to use, the more Job Leads you develop in the hidden job market, the sooner you will be able to make direct contact with the employer who manages your next job!

Methods for Making Direct Contact in the "Hidden" Job Market

Since the single most effective way of finding jobs is through applying directly to the employer, you need to explore some methods for making direct contact. Job Leads will be of little use to you until you put them to use. The following are just four methods by which Job Leads may be turned into direct contacts with potential employers:

--The Telephone Contact
--The Information Interview
--The Personnel Office
--The Resume Campaign

Of these four methods for establishing direct contact with employers, the first two are recommended for your own job search. The last two methods have been included here to indicate common approaches that are less than effective for most job-seekers. As you review these methods, you should consider how acceptable each is for you.

The Telephone Contact

The telephone will probably be your most effective tool in getting to the person in charge of the job you want and can do well.

The Telephone Contacts chapter described the advantages of using the phone, as well as taught you how to use it. The telephone is time-efficient (you can make many more calls in one day than you can make personal visits), cost-efficient (even if you are making a lot of long-distance calls) and, most important, it allows you to talk one-to-one with the employer at first contact. (Telephone Contacts,p.2.)

Using your telephone presentation and your "prospects list", you can call each company in which you are interested, ask to speak to the person in charge of the job you want, and get that interview! In this way, you will be directly contacting the person who can do you the most good, without being channeled through three or four levels of people who can't help you very much. (Telephone Contacts, pp.11-13)

To be most effective, you should make as many calls as you can each day. Remember that your goal is to get interviews. When any contact does not secure you an interview, then you should ask for more Leads. (Telephone Contacts, pp.13-14)

You may be thinking: "Why can't I use the telephone to follow-up on the openings I already know exist?" Well, you can! The telephone will help you follow-up on want-ads, etc. Just be sure to always speak with the person who can hire you. (Review the Telephone Contacts chapter.)

The Information Interview

There is a method for making direct contact with employers, discovering hidden Job Leads, and gathering valuable information about a specific job without having to apply for a position. This method is the Information Interview. To initiate this method, the job-seeker contacts a potential employer, introduces himself or herself, expresses a sincere interest in the kind of work the employer manages, and asks for an appointment to discuss the matter further. Then, at the appointed time, the job-seeker interviews the employer for information concerning the job, business in general, and the names of other employers who could provide similar information.

Since this method has potential to offer so many different rewards at the same time, you should study the mechanics of the Information Interview in detail and consider using this method to the credit of your own job-search.

First, to arrange an Information Interview you will need to identify a few employers whom you suspect manage positions such as you desire. The Yellow Pages or any of your other resources (Job Leads, pp.3-11) will help you locate these employers. Your research should provide you with at least the names of some businesses, the addresses and/or phone numbers.

Next, using the data you have collected, you should contact an employer. You may choose to make this contact either by telephone or by visiting his or her business. Your introduction of yourself and the explanation of your interest should be polite, brief and enthusiastic. For instance:

> "Hello, Mr. Tedrow. My name is Katherine Winters. I'm calling on you because I am researching the local printing and publications trade. I am conducting this research because I am considering a future career in this field. I would be most interested in learning your personal views on print technologies as an industry and as a career. I would very much appreciate your scheduling fifteen or thirty minutes this week to share some of your insight with me."

The preceding example illustrates a most important element of the Information Interview method that must be maintained during both the contact and interview. This element is: No hint should ever be given to indicate that the job-seeker is presently looking for work! When no such hints are given, the employer will tend to be more receptive to scheduling the interview and more casual during the interview.

So, when making contact to arrange an Information Interview with an employer, you will want to be courteous, brief, and quite interested. You will want your presentation to meet the Employer Expectations. Yet, you will not even suggest that you are looking for a job. What might you say when approaching an employer for an Information Interview?

Your goal should be to schedule a specific Information Interview, separate from your first contact with an employer. However, it is wise to be prepared to conduct the interview during this contact if necessary. If you choose to visit an employer's business to make the initial contact, he or she may offer to speak with you then. Some employers you contact by telephone may say they have no time to see you, but offer to respond to a few of your questions at the time. If you are prepared, even one minute from the employer too busy to be interviewed can provide you valuable information--including more Job Leads.

To be prepared to conduct an Information Interview, you should be ready to meet the Employer Expectations and able to ask several meaningful questions. Thus, your Appearance should equal the image you would project for a Job Interview (Employer Expectations. pp.3-8; Interviews, pp.2-5). Your Attendance and Punctuality should be insured because your planning will respect the accurate notes you wrote when you arranged the

Information Interview. You should be ready to refer to some of your own Skills in many of the questions you will have written for the Interview.

Much of the success of an Information Interview relies on the careful planning and writing of the questions to be asked of an employer. The interview will be easy and productive for the job-seeker who has a good list from which to choose meaningful questions. The employer will be more at ease because the interview flows so well. The following are just a few examples of questions a job-seeker might ask an employer during an Information Interview:

General:

--How did you first become interested in this business?
--What do you most like about this profession?
--What do you most dislike about this trade?
--What do believe are the important areas for future development in this industry as a whole?
--What are some of the typical daily pressures of managing this sort of business?
--What personal qualities are necessary to succeed in this kind of business?
--Would you recommend this profession to a person considering it for a life-long career today?
--What pleases you most about the products (or services) your company provides?
--What are the qualities of a good employee?

Specific:

--What, if anything, could a person do or study to get a headstart on learning (title of desired position)?
--Would it be possible to arrange a tour of the facilities?
--Do you think it reasonable of me to be considering a career in this profession? Beside my sincere interest in this specific area, I...(insert a major portion of your complete Skills statement: Interviews, p.15).
--By speaking with other employers and by otherwise researching this profession as a potential career, it seems to me that the "right person" for the job of...say, (title of position desired), should:
1.)...basically, look and act like a (title of position desired).
2.)...be punctual, reliable and dependable.
3.)...have the skills, abilities, experience, training and other qualifications necessary to perform well in this position.
As an employer yourself, what do you think of this assessment? What other qualities might you recommend?

--Do new employees in the (department of the desired position) generally receive on-the-job training or formal training?
--Would you agree that a person should have a very clear idea of what he or she wants to do and can do well before choosing to make a career in this business?
--Would you agree that (your own Good Qualities: Job Card, pp.8) are the qualities of good worker in this trade?

When you write your information interview questions, decide on 20 to 40 questions that will get and/or give worthwhile data. You might write your list on 4 or more sheets of paper so that there is enough blank space between questions for you to jot notes during the interview (including the employer's name, address, phone number, etc.). After neatly assembling your list, you should make a few photocopies (xerox, etc.) so you won't have to make a new list for each interview. Later, it should be fairly simple to revise, drop and add questions to your list according to your notes from previous interviews. The better you make your list of questions, the more relaxed and rewarding your information interviews will be.

The final questions on your list should look something like this:

--"Who else would you recommend for discussing this business with me?"

(name)__________________________ _(name)__________________________

(company)______________________ _(company)______________________

(other data)*___________________ _(other data)*___________________

______________________________ ______________________________

______________________________ ______________________________

--"May I use your name as a reference when I contact him/her/them?" (__yes, __no)

*Other data refers to any information the employer can provide. This could include: street address, city, state, zip code, telephone number, the person's title or department, etc. However, the name of a person and his or her company is usually enough if that is all of the data volunteered (Job Leads, pp.5-6).

These final Information Interview questions will provide you with further Leads and another level in a "pyramid" of direct contacts with potential employers. The "pyramid effect" works like this: If you get an average of two Leads from each employer with whom you have direct contact, then the first contact produces 2 Leads that, in turn, produce 4 Leads that produce 8, then 16, 32,...! As a result, after several such contacts, you may review all of your Information Interview notes to identify the employers who best suit your needs. Then, you can re-contact these people to arrange Job Interviews.

After any Information Interview, you will want to be sure to thank the employer for the time given you. It is a very good idea to send a brief "thank you" note to an employer within a few days after the Interview. This note will not only serve as a courteous reminder of your visit, but it will also supply the employer with your name, address and phone number. You may supply this data by including a Job Card with the "thank you" note. (Since you are only after information, giving your Job Card may not entirely be appropriate during these interviews.) With this information and knowledge of your interest, an employer in the pyramid may choose to contact you when a position opens unexpectedly.

The Personnel Office

If you were to walk into a personnel office, where most people think they should start their job searches, your chances of getting an Interview with the person who can hire you are poor. A personnel office functions to screen people out rather than into positions. Personnel staff hire no one; they just screen and refer people for Interviews. Other disadvantages are that personnel staff do not know of jobs about to open or the long-range staffing needs of departments, nor can they create new jobs for exceptional people like yourself. So, if a personnel office doesn't have an opening listed, it is likely you will only be allowed to fill out an Application: "Don't call us, we'll call you", etc.

The Resume Compaign

Many job-seekers get into mass mailing campaigns. They send Resumes to "everybody and their brothers". Most of these Resumes end up in personnel offices or in the tray of somebody else whose job is to screen out applicants. In fact, by blindly mailing 100 Resumes, the odds are that only 5 invitations for Interviews would be received. The odds of getting any job offers per 100 Resumes mailed are far less than that. It costs a lot of time and money for these less than desirable results.

Use your Resume wisely. If you must mail your Resume on a "cold contact", try to send it directly to the person who can do you the most good--the person that can hire you. (Resume, pp.19-23)

JOB LEADS: THE "VISABLE" JOB MARKET

The "visable" job market only includes the employment positions that are advertised, posted, or otherwise made available for public knowledge. These positions are just 15% of all the actual job openings. The sources that commonly promote this minority of positions are:

--Newspaper Want-ads
--Employment and Placement Agencies
--Government Employment

Although these traditional resources and the methods in which each are typically used may be quite familiar to you, you should carefully review them before adopting them into your present job-search.

Newspaper Want-Ads

About 50% of all job-seekers use the newspaper want-ads as a source of Job Leads. Unfortunately, only about 14% of all jobs obtained are located this way. Still, the want-ads are the third leading source of Job Leads and should be used. The trick is to use want-ads as only one part of your job hunt and use them to your best advantage. In order to appreciate the advantages of using newspaper want-ads, it may be beneficial to review the disadvantages first.

Disadvantages:

—Only about 15% of all job openings are ever advertised or posted in any manner. The majority of the advertised jobs appear in the newspaper want-ads. This means that a job-seeker misses 85% of all job availabilities by relying on want-ads alone.

--Competition can be fierce. Studies have shown that about 10% of this country's population read the want-ads everyday, and half of these people are looking for jobs. So, in a city of one million people, 100,000 of these people are reading the want-ads and 50,000 of them are looking for jobs. If the newspaper has 1,000 ads in it per day, there is only one ad for every fifty job-seekers. Not everybody will read the same ad and apply for the same job, but odds of fifty to one are never good! The odds get worse for the most desirable jobs. The bottom line is that a job-seeker depending only on want-ads is competing with anyone who can read!

--Although some employers use want-ads in order to create or expand their files on potential employees, few people are ever hired from such files. A survey of employers in two major American cities indicates that 75% to 80% of the employers do not hire anyone through want-ads. The remainder of employers hire only 1 out of every 24 applicants who respond to want-ads.

--By the time the want-ads are published, some of the advertised positions have already been filled by job-seekers who discovered the openings while still "hidden".

--Many ads are for undesirable (low pay, poor location) jobs, or jobs requiring skills that are so rare and specific that they are hard to fill. Ads are also placed for jobs with no future, necessary to the company for only a while.

--Job-seekers who rely totally on the newspaper don't apply for jobs until the newspaper tells them to do so.

That does seem to be a fairly extensive list of disadvantages, doesn't it? Despite the disadvantages, the newspaper want-ads can be a helpful tool. (Remember: About 1 out of every 8 jobs are obtained through the want-ads.)

Tips for using the Want-Ads Effectively:

--You should determine a limit to the amount of time you will spend using the want-ads as a primary job hunting method. Since only 15% of all jobs are advertised, spend only 15% of your time using the want-ads to get Job Leads.

--The Sunday and Wednesday papers tend to have more want-ads than other daily issues. Since few employers are open on Sunday, you can read the Sunday want-ads during time when you would usually not be job-seeking.

--You should read the entire "help wanted" section. You will sometimes find a position in which you are interested where you may not expect to find it. For example: A person interested in a secretarial position will not notice an ad for "administrative assistant" or "clerical help" if that person only looks under "S" for secretary.

--You should mark all the interesting want-ads with a pen before responding to any of them. Write notes next to the ads or in the margins if you have any questions or comments when reading them.

--To develop further Leads, you should pay attention to the type of employers hiring people with your Skills. For example: An experienced baker may find an ad from a hospital for a baker's assistant, so he or she may assume that other hospitals have openings for bakers from time to time. (Remember your propects list.)

--You should try to research the company and the person in charge of hiring before you respond to the ad.

--Don't let ads in which you are interested go unanswered for several days.

--Want-ads may appear in sections other than "help wanted". You should scan the whole newspaper.

--Newspapers are usually loaded with information about new and expanding businesses in your area. Such information can represent Job Leads. For this reason, you should consider scanning the "business section" as well as the rest of the paper.

Other sources for want-ads include:

Professional and Trade Journals: If you have a trade or profession, you may choose to subscribe to publications designed to distribute information of common interest to members of your specific field. (Job Leads, p.7) These publications will carry want-ads at times. However, these ads lead to far less than 1% of all jobs obtained.

Non-local Newspaper Want-ads: Non-local newspaper want-ads represent about 1% of all jobs obtained. These ads are useful if you wish to relocate.

Placing Ads: You can choose to place an ad about yourself in the "Positions Wanted" section of a newspaper, trade or professional journal. This kind of "want-ad" would describe the position you seek, your special talents and Skills, and how you may be contacted. Two big drawbacks are: a.) the cost of running the ad, and b.) such ads represent less than 1% of all jobs obtained.

Employment and Placement Agencies

Approximately 67% of all job-seekers choose to engage the services of Employment or Placement Agencies during their job-searches. About 14% of all jobs obtained are located through agencies of one sort or another:

--Private Employment Agencies (5.6%)
--State Employment Services (5.1%)
--School Placement Centers (3.0%)
--Other Agencies (?)

Because no single agency source is nearly as effective in obtaining "visable" jobs as reading and responding to want-ads, you should review these resources before investing much time (and money) in using them.

Private Employment Agencies

Private Employment Agencies (otherwise referred to as "body-snatchers", "headhunters", and the like) are commerical enterprises that charge rather high fees for finding employment for their clients. Some problems with using these agencies are:

--Only 5.6% of all jobs obtained are acquired through Private Employment Agencies.

--There is an average failure rate of 95 out of 100 applicants with Private Employment Agencies.

--Private Employment Agencies depend on rapid turnover, high volume. There is no time for difficult placements.

--Private Employment Agencies exist for the convenience of the employer,not the job-seeker. Since most business comes to these agencies from employers (fee paid/repeat business), tailoring a placement to what the job-seeker wants is rare.

--Even though these agencies mainly fill entry level jobs, most people with purely entry level Skills do not find help here. Rather, people who can best use these agencies are those with highly-developed professional or technical Skills that employers have difficulty locating. For these positions, fees are paid by the employer.

Why pay the outrageous fees required by Private Employment Agencies (anywhere from 7 to 15% of the first year's gross pay), when you can find your own position more effectively and less expensively than such agencies are capable of doing?

Tips on using Private Employment Agencies:

--If you must go to a private agency, carefully read anything you sign (contract, etc.) so you will know the specifics of your commitment. After that, let the buyer beware!

--Before using a private employment agency, you should check with the Better Business Bureau to determine whether the agency has a "clean slate" or if numerous complaints have been filed against it. Make sure any agency with which you become affiliated is reputable.

--Try to insist on only accepting "fee paid" positions (fees for placement are paid by the employer rather than the job-seeker).

--If you find that you are constantly being asked to try for jobs you know are not right for you, drop the agency.

-- Be realistic about what these agencies can and cannot do. Don't let a sales pitch put "stars" in your eyes. Protect yourself.

State Employment Services

State Employment Services are responsible for about 5% of all jobs obtained. The local division of your State Employment Service could be a useful resource if you don't make it your main job hunting method.
Some disadvantages are:

--Competition: Over 33% of all job-seekers use this type of agency, competing for only 1/20 of all the available jobs.

--Job openings listed by employers with the state employment office fall into the same category as newspaper want-ads. They are included in the 15% of job openings that are advertised, as opposed to the 85% that are not advertised (hidden jobs).

--Although State Employment Services can have a rather high rate of placement, they have a very low rate of job-retention. Close to 60% of all placements leave their jobs within thirty days. This seems to be caused or influenced by spending more time plugging people into any available job rather than helping each person find the job each really wants.

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Tips for using State Employment Services:

--The biggest reason for using a State Employment Service is that it is a free resource.

--Although finding a job through this agency may be difficult, it is a very good source of information about how to get training and vocational testing (interest tests, aptitude tests, etc.).

--If you choose to use this agency, you should visit on a regularly scheduled basis (one time a week, every two weeks, etc.) and try to see the same person each appointment. Many times, persons using the service go once or twice, or once every six months and give up when they don't get immediate results. You've got to be there often and be patient to get help! By arranging to see the same person each visit, you will encourage your counselor to take greater interest in your needs and you will avoid a lot of "bureaucratic shuffle".

--Your local division of the State Employment Service may go by one of several names--employment security, unemployment office, etc. You can locate your local office in the phone book under "State Agencies".

School Placement Centers

School Placement Centers represent about 3% of all jobs obtained and are used by about 10% of all job-seekers. If you have been or are now a student of a particular school, you should be eligible. These placement centers operate much the same way as your local state employment service. However, a valuable way to use this office is to scan the job postings to find out which employers are using the school's placement service.

Other Agencies

Although there are no statistics on how many jobs are obtained through "other agencies", you need to know that some agencies help particular types of people. Many areas have employment-oriented agencies, often free, designed to help:

--Youth under 21 who have dropped out of school (example: 70001 LTD.)
--Adults over 60 (example: Senior Enterprises)
--The economically disadvantaged (example: local Comprehensive Employment and Training Act, prime sponsor/office)
--Those who due to illness, injury or disability are unable to return to former employment (example: local division of Vocational Rehabilition)

--Women in non-trade employment (example: local chapters of the YWCA)

If you are a person with special needs, you might determine whether some local agency concerned with these particular needs can provide you vocational assistance.

Government Employment

Another source for visable Leads to jobs is the goverment. The federal, state and local governments combined represent the single largest employer in this country. More people work for the government than for any other business. It is hard to say what percentage of all jobs obtained are through the various levels of government, but one study has shown that about 2% of all jobs were obtained as a result of civil service testing.

To find leads for government jobs, you will need to identify your locally available federal, state, city and county personnel or employment offices, and visit them. They will often have job descriptions of all the positions currently available. Many times you will be required to take a test, such as a civil service test or merit exam. Sign up and take as many tests as may apply to you. Once the tests are scored, you will probably be put on a list and selected for interview when your name comes near the top.

Sound time-consuming? It is! Use this as a resource, but spend only a small portion of your time doing so, then expect to wait.

JOB LEADS: PUTTING THE METHODS TO USE

Throughout the preceding sections, various methods for locating job openings have been described. Some methods have much to recommend them, others do not. In deciding what methods to use for your job-search, it is important that you never rely on one method only. Most successful job-seekers use a combination of at least four lead-gathering, job-seeking methods.

You should try to use many resources and methods, according to the value of each. This means that, although anything is liable to work, you should give each method "X" amount of time based on its potential to get you the job you want and can do well.

You could plan to use a combination of methods for gathering JOB LEADS, respecting the fact that only 15% of all openings are advertised; 85% are not. Thus, if you spend 40 hours a week searching for a full-time job (and you should: the number of hours spent job-hunting per week should match the number of hours you intend to work per week), the break down will look like this:

85% (hidden jobs)	15% (visable jobs)
Time per week: 34 hours	Time per week: 6 hours
Methods:	Methods:
Direct contact with Employers, Contacts through Friends and Relatives	Newspaper Ads, Agencies

Otherwise you might choose to use a combination of methods for gathering JOB LEADS according to the amount of jobs obtained by each particular method:

Method	Hours Used per Week
Direct contact with Employers and Contacts through Friends and Relatives	24 hours
Newspaper Ads, and Ads in General	6 hours
Agenices of Various Types	6 hours
Other	4 hours

Remember: You should spend the most time with those methods that work the best and help you access the largest number of potential jobs!

Footnotes:

[1] Robert G. Wegman, "Job Search Assistance: A Review", (Houston: University of Houston at Clear Lake City, 1979), p.30.

[2] Richard Lathrop, Who's Hiring Who, (Reston, Va.: Reston Publishing Company, 1976), p.13.

General Source:

U.S. Department of Labor, Bureau of Labor Statistics. Bulletin 1886. Washington: U.S. Government Printing Office, 1975.

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APPENDIX A

Staff Training, Resource Materials,
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To Find Their Own Jobs.

How Americans Seek and Obtain Work

	Method Used to Seek Work	Method by Which Job Was Obtained	Effectiveness Rates***
1.) Applied Directly to Employer	66.0%	34.9%	47.7%
2.) Asked Friends			
About Jobs Where They Work	50.8%	12.4%	22.1%
About Jobs Elsewhere	41.8%	5.5%	11.9%
3.) Asked Relatives			
About Jobs Where They Work	28.4%	6.1%	19.3%
About Jobs Elsewhere	27.3%	2.2%	7.4%
4.) Answered Newspaper Ads			
Local	45.9%	12.2%	23.9%
Non-local	11.7%	1.3%	10.0%
5.) Private Employment Agency	21.0%	5.6%	24.2%
6.) State Employment Agency	33.5%	5.1%	13.7%
7.) School Placement Office	12.5%	3.0%	21.4%
8.) Civil Service Test	15.3%	2.1%	12.5%
9.) Asked Teacher or Professor.	10.4%	1.4%	12.1%
10.) Went to Place Where Employers Come to Pick-up People	1.4%	0.1%	8.2%
11.) Placed Ads in Newspapers			
Local	1.6%	0.2%	12.9%
Non-local	0.5%	*	**
12.) Answered Ads in Professional or Trade Journals	4.9%	0.4%	7.3%
13.) Union Hiring Hall	6.0%	1.5%	22.2%
14.) Contacted Local Organization	5.6%	0.8%	12.7%
15.) Placed Ads in Professional or Trade Journals	0.6%	*	**
16.) Other	11.8%	5.2%	39.7%

*Represents less than 0.05% Total Jobs Obtained by Method
**Rate not shown ***Effectiveness determined by Total Persons Using Method
Source: Job Seeking Methods Used by American Workers, U.S. Dept. of Labor, Bureau of Labor Statistics, Bulletin 1886, 1975.

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APPENDIX B

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Prospects List

You have spent a lot of time working on your job campaign by preparing quality Applications, Job Cards and Telephone Contacts and by learning how to present yourself during an Interview. Now, you need to decide WHERE to begin looking for your right job. This form is designed to help you isolate "generalized areas" that might need your special Skills and, thus, give you a starting point from which to begin your job search. Examples:

A "generalized area" might be: dept. stores, hospitals, restaurants.

A "specific area" would be places like: K-Mart, Methodist Hospital, MacDonalds.

Directions: List all the generalized areas you think might be able to use your special Skills and Abilities. Let your imagination run free. There are no right or wrong responses. You can use the index of the Yellow Pages as a guide for generalized areas. If you find that you have trouble with this exercise, don't hesitate in asking a friend for help.

Generalized Areas	Priority	Generalized Areas	Priority
1. ____________	____	8. ____________	____
2. ____________	____	9. ____________	____
3. ____________	____	10. ____________	____
4. ____________	____	11. ____________	____
5. ____________	____	12. ____________	____
6. ____________	____	13. ____________	____
7. ____________	____	14. ____________	____

After completing the list of generalized areas as well as you can, you will need to decide which of these generalized areas you want to start with in your job search. You do this by giving each area a priority number.

Example:

Generalized Areas	Priority
1. Hospitals	3
2. Restaurants	1
3. Hotels	2

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APPENDIX C

Information Interviews (Type One)*

Information Interviews for Freshmen, Sophomores, Juniors and Seniors who don't know what they want to do after Kenyon:

A. Think about what you enjoy doing: What will you want to include in your job? What will you want to be doing with people? With data? With things?

B. Find people doing jobs which include some of the things you like to do: You may not know much about their jobs. You may not want a job like theirs. However, they represent a place to begin. Start with friends or relatives or Kenyon alumni, or look up names in the Yellow Pages.

C. Visit these people at work: You may phone or write ahead, but stopping in is often most effective. Make it clear that you are exploring careers to learn more about them to help you in making decisions. You want to talk with the person about his/her occupation and to ask for advice. You are not here for a job interview.

D. Talk to them about their jobs. Ask them:
--How did you get started in this work?
--What do you like about the work?
--What are the disadvantages of it?
--Can you tell me the names of two or three other people I could talk to doing similar kind of work--perhaps in a different setting (in a larger or smaller company, in a social service organization, or in a governmental organization).

E. Talk to more people about their jobs: Get a variety of viewpoints and opinions. You will find that most people enjoy talking about their jobs and giving advice to young people.

F. Keep getting more names of people to talk to from each person you interview: Some people will be more helpful than others in broadening your circle of new contacts.

In this way you can find people doing jobs which combine several activities you enjoy. They may be jobs you never knew existed!

(Send Thank You notes to all the people you interview.)

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APPENDIX C

Information Interviews (Type two)*

Information Interviews for Seniors who don't know where to apply for the kind of job they want.

A. First you need to know: What kind of a job you want (if you aren't sure, try Information Interviews, Type 1) and Where (geographically) you want to work. If you aren't sure, you may need to do some traveling and visit some places where you think you'd like to live. Subscribing to a local newspaper may also help you get acquainted with an area of the country.

B. Make a list of all the contacts you have in your chosen location: Begin with relatives, friends and alumni. Add friends of friends, etc. These people need not be in your chosen field.

C. Call or visit these people and ask them about organizations in their area which employ people doing the kind of work you want to do: People who cannot give you this information themselves may be able to direct you to others who can give you information. Make it clear that you are here for advice and information. Later you expect to be a job seeker, but right now you are here for help and advice. Ask each person for names of two or three others who can help you learn more about organizations which employ people doing the kind of work you are interested in.

D. Add to your list of organizations by consulting the Yellow Pages, the Chamber of Commerce and directories in the Library.

E. Continue interviewing people to learn about organizations where you might want to work: You will know you have completed this process when you have identified the two or three organizations where you would most like to work. (When you reach this point you are ready to go back to those two or three organizations, tell them you would like to work for them and why!)

(Send Thank You notes to all the people you interview.)

*Prepared by the Career Development Center, Kenyon College.

APPENDIX C

Cardinal Rules for Information Gathering

1. Find out the most successful people and organizations that are in your job target field.

2. Meet as many of these people as you possibly can.

3. Always have specific questions prepared in advance.

4. Never initiate discussions of your job search. You are looking for information!

5. If the employer starts to talk about possible job openings, appear interested, but not needy.

6. In every meeting develop the names of at least two other people you can meet.

7. Keep your energy and enthusiasm up. Keep on target and focus on your purpose.

8. Try to use the person's name as often as possible.

9. Follow up with a "thank you" card.

10. Follow that card up with some more questions

Remember: You are trying to get information about the organization so that you can "help" solve some of those problems faced by that organization. Your questions should focus on the company's needs, not yours. ("Now that I have asked a lot of questions and have talked to quite a few people, how is this information going to be used?")

1. You should achieve clarity and certainity about your job targets. Don't try to evade the target when an obstacle is placed in the way.

2. Recognize existing and potential problems within the job target areas--necessary before moving into the solution of a problem.

3. Clarify and acknowledge your special ability to contribute to the solution of the recognized problem. Toot your own horn!!! Tell them what you can do.

4. Identify, within the job target area, the appropriate power source most concerned with the resolution of the problem. Who is the person that makes the decisions???

5. Clearly communicate your relevant problem-solving abilities to this power source in a way that gets him or her in touch with the value which you offer.

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Evaluation Sheet

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Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section?______________________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address).______________________________

____

3) What did you like or find useful about this section?____________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better?______________________________

____

____

5) Do you feel, after reading this section, better prepared to find a job?__________

In what way?____

____

If you are willing to send us your workbook, with any notes, improvements,or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name______________________________________.

Address________________________________zip code__________

Age__________________Sex________________Race________________

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 (high sch.) 13 14 15 16 (college) 17 18 19 20 (post grad.)

Do you have any other special training? If so what kind?______________________
Are you currently employed? yes____ no____
If not employed, how long have you been out work?______________________

What kind of work are you looking for?______________________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

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RESUME

It seems that almost anyone can give instructions in how to do a resume the "right" way. There are scores of books on the subject, most of them of little value, with a variety of conflicting advice, which makes them very confusing. While it is possible to do a workshop on "how to do a resume", it is the opinion of the **JIST** staff that it is not worth much time of a job seeking training format. Often, the writing, background, specific job seeking issues and resume preparation related skills of workshop participants is too variable to accomplish much in a "resume workshop" setting.

In discussing resumes with job seekers, it is important to be certain that the purpose of the resume is understood, mainly that the resume should be used to *get an interview,* not get a job.

The job seeker should understand that only in very, very, rare instances does anyone get hired without an INTERVIEW or personal recommendation of some kind. Sending out a hundred resumes to "Dear Personnel Person" is probably not worth the cost of stamps.

Some very good research has been done on the results of unsolicited mailed resumes that show a 95% response failure rate, and maybe one interview. The success rates of answering newspaper ads is also rather dismal, as is covered in the JOB LEADS section of this handbook.

The trainer may ask, "Why bother with resumes at all?" Good question. In fact, a number of job seeking authorities are asking this very question, among them Richard Bolles, author of *What Color is Your Parachute?* When the trainer considers taking sides on this raging but obscure controversy, consider the reasons the **JIST** staff recommend a resume that most job seekers make a resume:

1. Employers either expect them, in which case the job seeker has to explain why he/she doesn't have one, or the employer doesn't expect one, in which case the job seeker may stand out from the crowd a bit just because he/she does have one.
2. The task of completing a resume is a useful exercise for a job seeker even if it never gets used. It forces thinking through of past experience, organizes data, and is generally a good learning experience.

3. Efficiency. There are relatively unconventional ways of using a resume that have the effect of expanding the number of people who will be keeping an eye open for any potential jobs available for the job seeker. Some ideas: send them to friends, relatives, references, potential employers after the INTERVIEW, ex-co-workers, and others. Of course, a few polite comments from the job seeker as to why the resume is being sent are in order. This is called a "cover letter", of course.

THE APPROACH USED IN THE WORKBOOK

Now that there can be absolutely no doubt that a resume of some sort is worth doing, let me explain the approach used in this Workbook to teach job seekers the "how to's" of resume preparation.

A very simple chronological resume is presented first. This is not to suggest that a simple chronological resume is the *best* resume, but it does have several distinct advantages:

1. Everyone knows a resume is supposed to look that way, so it will not offend anyone.
2. It is simple to do and quick to complete.

Which brings to mind the second rule regarding resumes, and that is that it is better to be *using a simple resume* than to be still writing a better one.

Trainers should encourage job seekers to do a simple resume first and get it into circulation. The job search should not be delayed until the resume can be perfected. The Workbook takes the simple chronological resume and shows how to improve it in several stages. For many of the job seekers, anything but the simple chronological resume is optional. There are situations where a chronological resume does not work at all well. Examples are when a person has had no or very limited work history, employment gaps or other "problems" are only highlighted on the chronological resume. In these cases, a fairly basic skills resume would offer an advantage.

Whatever course the trainer takes, he/she should be certain that the job seeker's resume is the result of his/her own effort, as much as possible. There are several exceptions, such as for non-literate persons, but in general the process of doing a resume is a useful teaching tool and is best done by the job seeker.

For job seekers with professional training or who are seeking jobs where a sophisticated resume is standard practice, they should be capable of doing a bit of library research to come up with resume writing formats or ideas not covered in this Workbook. Again they should be warned of the limitations of the resume as a job seeking tool and encouraged to produce a simple one first, with the more sophisticated one completed as time permits. Once again, job seekers who do not have a good idea of what they are skilled at doing, and what they want to do job-wise, are at a decided disadvantage. The *Useful Words and Phrases* section which follows the resume section of the Workbook may be of some help on this, but cannot take the place of some good help from the trainer. Remember, not only are some job seekers deathly afraid of writing anything, they may not be able to write even a reasonably simple resume without help. The trainer may offer assistance, but only as much as is necessary and should avoid letting the resume get too complex.

The trainer will want to emphasize these requirements for resumes that the job seekers will prepare:

1. Accuracy *(no lies allowed)*
2. Correctness in spelling and grammar
3. Neatness
4. Positive statements only *(The trainer should not let anything the tiniest bit negative creep into the resumes.)*

It is sometimes a challenge, but even a person who has had no previous jobs can create a positive resume. Employers hire people. These people have to convince that employer that he/she is worth somewhat more than money that will be paid for the job, and/or that he/she is part of a solution rather than an additional problem for the company. The resume can be used to impart these ideas to the employer.

Remember these two cardinal rules for writing and using resumes:

1. The resume is used to *GET AN INTERVIEW*, not a job.
2. It is better to *USE A SIMPLE RESUME*, than to delay the job search while writing a better one.

Resume'

In preparing for your job search, you have already learned to make and use various paper tools. Now, after the Data Sheet, the Application, and your Job Card, you should consider producing your own Resume.

A Resume is not a job-finding tool. Unfortunately, many people do not realize this. They write their Resumes (most often, this is the only tool they make), have them printed up by the hundreds, and mail them to potential employers. Then, they wait for a flood of job offers. Generally, only a trickle of responses ever returns. These are usually form letters that acknowledge receiving the Resume, a few Applications or, perhaps, an invitation for an Interview. Very seldom is a job offered in response to a Resume.

A Resume is another tool to draw an employer's attention to you. Like a Job Card, your RESUME will inform an employer who you are, how you can be contacted, the position you want, and the Experience, Skills and Abilities you have to offer. However, your Resume will be more detailed and more formal than your Job Card.

Your Data Sheet and Job Card will be most helpful as you create your RESUME. Refer to them often as you work through this chapter. If you have by-passed making a Data Sheet and Job Card, thinking that a Resume is the only paper tool you need, be warned that you will be wasting time and effort. Your RESUME will not be complete without the organized information contained on a Data Sheet and Job Card.

Perhaps you believe you do not need a Resume. This may be true for some instances. However, many employers expect them. After completing this chapter, you can meet those expectations with a superior Resume.

Remember what employers expect of the people who are coming to them for jobs. Write the three basic expectations.

1.)____

2.)____

3.)____

Your RESUME will satisfy these expectations in the following ways:

Expectation 1: APPEARANCE

Many employers expect to "see" your RESUME during the Interview. Because your paper tools are Neat and Well-organized, your RESUME will show good Appearance. As with all your paper tools, the effort and care you put into making your RESUME will be a visual indication of how you will perform on the job.

Expectation 2: ATTENDANCE and PUNCTUALITY
(Dependability and Reliability)

When an employer asks for your RESUME, you will be able to show that you are Reliable and Dependable by having it readily available. Your RESUME will be better than most that the employer will read. Your RESUME will imply your Dependability because it will be a totally positive view of who you are and what you have to offer.

Expectation 3: SKILLS
(Experience, Abilities and Good Qualities)

Your RESUME will inform an employer of your Skills, Abilities, and Experience directly.

In this chapter you will learn to make and use a Resume. This tool will be essential in satisfying some employers. Your RESUME will serve to tell an employer about you initially. Then, after you leave the office, your RESUME will continue to remind a potential employer about you and your Specific Qualifications.

The exercises that follow will help prepare you for success in an Interview situation, in that you will develop a well-defined view of your qualifications. These exercises also will provide you with your own RESUME.

MAKING YOUR RESUME

You know that a Resume informs a potential employer who you are, how you may be contacted, the position you desire, and the Experience, Skills and Abilities that you possess.

There are two basic forms in which your information can be written. The most familiar form is the Chronological Resume. The other form is the Functional Resume. You will want to understand each before you decide which from is best for you.

The Chronological Resume

This is the form people have traditionally used when making Resumes. It is called a Chronological Resume because if lists jobs or experience in the order of time they occured. Usually, the present or most recent item of a section is listed first. Then the next most recent item is listed. And so it goes; the list leads backward into time.

Read the following example of a basic Chronological Resume. Note how the items listed in the Education and Experience sections go "backward in time".

RESUME 3

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

GENE TAYLOR
123 Main Street
Littleville, Indiana 46209

(317) 555-1492 (work)
(317) 555-1980 (home)

EDUCATION:

1971- Ball State University; Muncie, Indiana; B.S.
Major: Accounting

1967- Littleville High School; Littleville, Indiana.
Diploma.

EXPERIENCE:

1975-Present: Sales Representative, Benko Company; Littleville, Indiana.

1971-1975: Assistant Accountant, Benko Company; Littleville, Indiana.

1970-1971: Student Assistant, Accounting Department, School of Business, Ball State University; Muncie, Indiana.

PERSONAL:

Active in community affairs, willing to relocate.

References available upon request.

RESUME 4

There are some very important features in this Chronological Resume. These features illustrate some of the basic principles involved in Resume writing.

First and foremost, this Resume is clear and correct. Gene Taylor has taken the time to prepare a good copy of his Resume. There are no errors in the spelling or grammar. The author has demonstrated that he has carefully proof-read this material before offering it to an employer. This Resume will make a **positive** impression.

Also, basic to the success of this Resume, the author clearly and completely listed the ways in which he can be contacted. By including his address, the author can be contacted by mail. By listing both his work and home phone numbers, the author can be reached directly at any time of day.

Gene Taylor has wisely omitted two items many job-seekers often include on Resumes. First, Gene did not list his Age, Height, Weight, Health or Marital Status. This type of information serves no real purpose on a Resume and should not be included. Second, References are indicated as being available, but none are given on the Resume. This is a courtesy to the people who will provide reference for Gene. This way, no one will be bothered needlessly for information. Gene will provide his list of References after the employer shows definite interest--probably toward the end of an Interview. This is also a courtesy to himself: Gene knows that the fewer times friends and former employers are contacted, the more likely their enthusiasm in recommending him will be maintained.

In the Basic Resume form that follows, write your own RESUME.

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To Find Their Own Jobs.

Name ______________________ Phone ______________________

Address ______________________ Phone ______________________

(List your home number. If it will not be answered during the day, also list your work number or some other number that will be answered.)

EDUCATION:

Training beyond college ______________________

College/Technical training ______________________

High School ______________________

(Other Training) ______________________

EXPERIENCE: (List most recent job first and work backward through your job history.)

Dates Held ____________ Job Title(s) ____________
Company Name ______________________
Location ______________________
(city) (state)

Dates Held ____________ Job Title(s) ____________
Company Name ______________________
Location ______________________
(city) (state)

Dates Held ____________ Job Title(s) ____________
Company Name ______________________
Location ______________________
(city) (state)

PERSONAL:

____

RESUME 6

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You have the makings of your first RESUME by putting your own information into the Basic Resume form. If you think this will be sufficient for the position you seek, you need only transfer your information to an 8 1/2-inch by 11-inch sheet of unlined paper. Your RESUME should be typewritten at least. Typeset on bonded paper is even better. You will transfer your information and the section headings: Education, Experience and Personal. You will omit the words: Name, Address, Phone, Job, etc.; and omit underlines contained in the form. (Refer to Gene Taylor's typewritten Basic Resume as a model.)

Check the spelling and grammar after you have neatly arranged and typed your RESUME. Then, get copies made by a quick-print shop or by photocopying (xerox) it yourself. If you want to make the investment, you may decide to have your RESUME typeset and printed onto bonded paper by a custom printer. Whatever method you choose, make certain the copies are neat.

If you choose to use this Basic Resume, you should realize that yours will be similar to the Resumes of most job-seekers. Depending upon the kind of employment you want, this may serve you well. You may proceed to page 19 to learn how to use your Basic Resume.

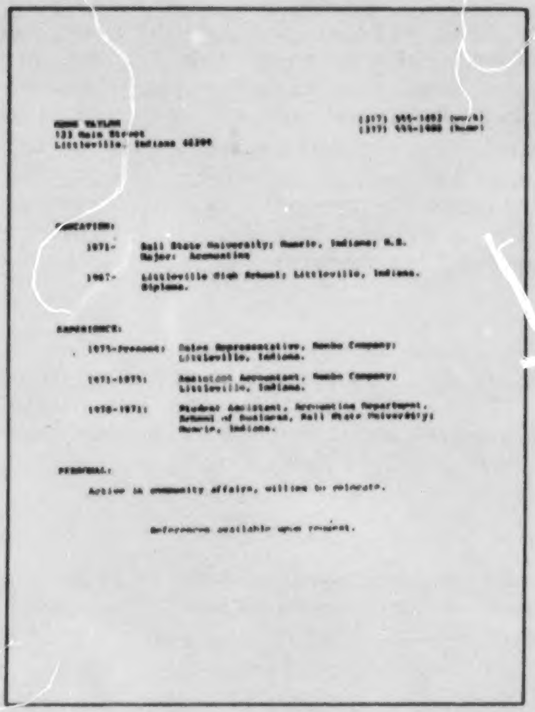
Do not delay your job search to make a better Resume. Use your other paper tools and your Basic Resume now. If you choose to do so, you can perfect your Resume while your basic one is working for you.

After you have started using your Basic Resume in your job search, you may...

CONTINUE HERE IF YOU WANT A SUPERIOR RESUME.

Gene Taylor has written a good, basic Resume. However, it can be improved. The following is a set of ten rules that are commonly neglected in Resumes. These items have been determined by a scientific survey of employers.

Decide how Gene Taylor's Resume can be improved. Place an "x" in front of the items Gene Taylor has neglected. Check-mark items that have been followed.



[illegible] TAYLOR
123 Main Street
Littleville, Indiana [illegible]

(317) [illegible] (work)
(317) [illegible] (home)

EDUCATION:

1971- Ball State University; Muncie, Indiana; B.S.
Major: Accounting

1967- Littleville High School; Littleville, Indiana.
Diploma.

EXPERIENCE:

1975-Present: Sales Representative, [illegible] Company;
Littleville, Indiana.

1971-1975: Assistant Accountant, [illegible] Company;
Littleville, Indiana.

1970-1971: Student Assistant, Accounting Department,
School of Business, Ball State University;
Muncie, Indiana.

PERSONAL:

Active in community affairs, willing to relocate.

References available upon request.

☐ 1. A Career Objective should be stated toward the beginning of the Resume.

☐ 2. Specific duties should be explained for each position listed in a Resume.

☐ 3. Individual accomplishments from each position should be included in the Resume.

☐ 4. Responsibilities from each position should be detailed in the Resume.

☐ 5. A Resume should be brief but complete, with correct spelling and grammar.

☐ 6. There should be no job gaps in the Experience section of a Resume.

☐ 7. A Resume should be neat.

☐ 8. Salary requirements should not be listed in a Resume.

☐ 9. Negative statements should not be included on a Resume.

☐ 10. References should not be listed in the Resume.

RESUME 8

You probably have placed an "x" in each of the first four boxes. If so, you are right. Gene Taylor can make his Resume an outstanding one if he corrects these four faults.

The first fault can be corrected by listing a Career Objective after the Name, Address and Phone Number headings.

Gene Taylor has a clear statement of the Position Desired on his Job Card. His statement reads, "Position Desired: Sales Representative." This will be the basis for the Career Objective statement on his Resume. He could simply transfer this statement to his Resume as follows:

CAREER OBJECTIVE: Position as a sales representative.

However, there are ways in which this basic Career Objective statement can be improved. First, Gene Taylor should avoid the possibility that a prospective employer does not hire sales representatives. He should be more general and say he wants a position in sales. Then, this statement should be made in terms that describe "action". An employer wants an active employee who is eager to accept responsiblity. Gene should state his desire for "A challenging position" or "A responsible position". This simple change will set Gene apart from those applicants who only want "a position".

The basic Career Objective statement can be improved if it is expanded to include some display of Skills. Gene Taylor can do this by stating that the position he desires should require his Skills. His Resume indicates that he began with the Benko Company as an accountant and later moved into sales. From these two positions, Gene gained full knowledge of how a sales operation functions relative to the complete company. He may indicate that he is looking for a position requiring this particular Skill. Gene Taylor's final Career Objective is this:

CAREER OBJECTIVE: A challenging position in sales. Ideally, this position should require a knowledge of how the sales force functions within the structure of the entire company.

In the space provided, build your own Career Objective statement.

From your Job Card, list the Position Desired.

Position Desired:____

Now, write the Position Desired as a basic Career Objective statement.

Career Objective: A position as a ______________________________

Improve your basic Career Objective statement. Use a word or phrase that implies "action" for the position you want. This time make sure the position listed is not so specific as to rule out satisfactory options.

Career Objective:____

____

The position you want should require one (or more) of your best Skills (consult your Job Card). Complete the second part of your Career Objective statement below.

Ideally, this position would require__________________________

____

Now, write your complete Career Objective statement.

Career Objective:____

____

____

____

RESUME 10

Returning to the faults found in Gene Taylor's Resume, there are still three areas to be corrected.

- ☐ Specific duties should be explained for each position listed in a Resume.
- ☐ individual accomplishments from each position should be included in the Resume.
- ☐ Responsibilities from each position should be detailed in the Resume.

These three areas of concern all relate to the Experience section of a Resume. It is obvious that more information is needed to correct these errors.

By using the form below, Gene Taylor is able to gather and organize the necessary information in a way that will easily transfer to his Resume. Although, only one position is given as an example, each position to be listed in the Experience section should receive the same treatment.

JOB 1

Dates Held: 1975 - Present Position: Salesman, Benko Co.

Explanation of Position: Salesmen at Benko are concerned with making direct-to-customer sales in the customer's homes.

Responsibilities of Position: The promotion of the full line home service products made by Benko. Sales in the rural areas of a two-state territory.

Accomplishments in Position: Sales in my territory doubled during the years I held the position. I suggested a modification of the accounting system which saved staff time and increased profits 32%.

Notice that numbers are used to show percentage of profit increase and doubled territory. You should also think of some measures of your accomplishments.

In the space provided, develop statements detailing Explanation, Responsibilities and Accomplishments relative to positions you have held. Remember, begin with the present or most recent position and work backward into your history. If you wish to list more positions than space provides, do so on a separate sheet of paper using the same form.

JOB 1

Dates Held: __________ - __________ Position: ______________________________

Explanation of Position: ____

____

Responsibilities of Position: ____

____

____

Accomplishments in Position: ____

____

____

JOB 2

Dates Held: __________ - __________ Position: ______________________________

Explanation of Position: ____

____

Responsibilities of Position: ____

____

____

Accomplishments in Position: ____

____

____

JOB 3

Dates Held: __________-__________ **Position:** ______________________________

Explanation of Position: ______________________________________

____

Responsibilities of Position: __________________________________

____

____

Accomplishments in Position: _________________________________

____

____

A large amount of new information can be collected for any position by answering this form. Using this information, your Basic RESUME can be rewritten to demonstrate to an employer your success in a specific type of work. This extra information will convince an employer that you are more qualified than someone whose Resume only states that he or she held _x_ job for _x_ years. If you have not had many jobs, you can also use any volunteer, school or other experiences in the same way.

Gene Taylor can write an expanded Chronological Resume by using the information gather from his form.

Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

GENE TAYLOR
123 Main Street
Littleville, Indiana 46209

(317) 555-1492 (work)
(317) 555-1980 (home)

CAREER OBJECTIVE:

A challenging position in sales. Ideally, this position should require a knowledge of how the sales force of a company functions as part of the whole structure of the company.

EXPERIENCE:

1975-Present: Sales Representative, Benko Company; Littleville, Indiana.
I was responsible for direct-to-customer sales in the rural area of a two-state territory. I promoted the 150 home service products and doubled sales in my territory. I also suggested a modification of the company's accounting system which resulted in greater sales efficiency and a 32% increase in company profits.

1971-1975: Assistant Accountant, Benko Company; Littleville, Indiana.
I was responsible for maintaining an accurate record of the sales activity of Benko's 75 sales representatives. I was able to revise the handling of incoming records to clarify the sum total of sales activity.

EDUCATION:

1971- Ball State University; Muncie, Indiana; B.S.
Major: Accounting

PERSONAL:

Active in community affairs, willing to relocate.

References available upon request.

RESUME 14

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The Education section has been moved and simplified in this expanded version of Gene Taylor's Chronological Resume. Gene decided that his Experience was more important than his Education to finding the job he wants. So, he placed the section on Experience before Education. Gene omitted listing his high school record from the Education section, choosing to list only his college degree in accounting. Thus, he is including the one feature of his Education valuable in the position he seeks.

As you prepare your own expanded Resume, you may have some difficulty in finding the right words to express your goals and to summarize your experiences. Writing is not easy. However, the following Chronological Resume worksheet will help you in making an excellent Resume.

CHRONOLOGICAL RESUME WORKSHEET

Name ______________________________ Phone ________________

Address ____________________________ Phone ________________

____

____

Career Objective:

____

____

____

____

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To Find Their Own Jobs.

***Experience:**

Dates Held: ________ - ________ **Position:** ____________________

Explanation of Position: ____________________

____

Responsibilities of Position: ____________________

____

____

Accomplishments in Position: ____________________

____

____

Dates Held: ________ - ________ **Position:** ____________________

Explanation of Position: ____________________

____

Responsibilities of Position: ____________________

____

____

Accomplishments in Position: ____________________

____

____

RESUME 16

Dates Held: ________ - ________ **Position:** ____________________

Explanation of Position: ____________________

____

Responsibilities of Position: ____________________

____

____

Accomplishments in Position: ____________________

____

____

***Education:**

Training beyond College: ____________________

____

College/Technical Training: ____________________

____

High School: ____________________

Other: ____________________

____

Personal:

____

____

*The sequence of the Experience and Education sections can be changed. List the section you think most important to the position you want, first.

The Functional Resume

The Functional Resume focuses on your most important Skills, supported by specific examples of how you have applied them. It allows you to emphasize only your SKILLS that are in demand, or that you want to use. Because it is not a chronological listing of your job history, the Functional Resume helps to hide a lack of experience or gaps between jobs. (You will find an example of a Functional Resume at the end of this chapter.)

You need to know what your Skills are and which of them you would prefer using in a job situation to write a Functional Resume. Vocational assessment, career exploration, and interest testing will help you determine the Skills on which your RESUME would focus. For your Functional RESUME, you will want to create a list of Skills and specific examples of how you applied them from all of your job Experience, Education and Training.

In the example below, Gene Taylor has used a basic format to list one of his Skills and some ways in which he has used that Skill.

Skill: Organization

Applied in Job 1: Modification of the accounting system to improve organizational efficiency.

Accomplishment: Increased profits 32%; increased sales efficiency by 17%.

Applied in Job 2: Revision of Record Handling.

Accomplishment: Clarification of Total Sales Activity.

RESUME 18

In this example, it is evident that job titles, names of the employing company, and dates of employment are of no concern. The Skill, its Application, and the resulting Accomplishments are what matter. This same format will be used for detailing other Skills needed to complete a Functional Resume.

In the format below, write one of your Skills you consider most important to the position you want (consult your Job Card). Then, list the specific ways you applied that Skill, and the Accomplishments that resulted.

Skill: ____

Applied: ____

____

Accomplishment: ______________________________________

____

Applied: ____

____

Accomplishment: ______________________________________

____

You will want to use this same format to detail your other Skills if you decide to make a Functional Resume. Be sure to examine the Functional Resume examples at the end of this chapter before writing your own.

USING YOUR RESUME

After your complete and correct RESUME has been typewritten or typeset to your satisfaction, you can begin putting this paper tool to task.

Some of the possible uses for your RESUME are similar to those suggest for your Job Card. If offered an Application, fill it out, then attach a copy of your RESUME with a paper clip. This way a potential employer will learn about you exactly as you have chosen to present yourself.

You may leave your RESUME with the interviewer as a sort of "super business card" after an interview. Thank the interviewer for the time spent with you, arrange for a follow-up phone call, then present your RESUME. After you leave, your RESUME will serve to remind the employer who you are, what you have to offer, and how you can be contacted. Your RESUME will describe in detail how you will meet all expectations of what a good employee should be.

You may consider giving copies of your RESUME to people you have asked to give you reference. A friend, former employer, former teacher, anyone you have asked will find your RESUME to be a helpful guide when writing or speaking in your behalf. Your RESUME will help to remind a former employer exactly when you were employed and your position with the company. Your RESUME will inform the persons giving you reference about the position you currently want. With this information, they can be prepared to highlight your job history toward that goal.

The people you ask to provide reference were chosen because you believe they have favorable opinions of you and your abilities. Most of these people only know you from one specific situation--work, school, church, etc. With a copy of your RESUME, each person will become aware of other experience you have gained. This new information can also direct the way each highlights your history.

Give copies of your RESUME to family and friends whom you have asked to "be on the lookout" for potential jobs. Your RESUME will remind them of the kind of position you want. When the opportunity arises, your RESUME can be passed along to a potential employer discovered by your "lookout".

You will want to mail your RESUME to potential employers. However, you should not try the pattern of random mass mailing as mentioned at the beginning of this chapter. Remember this: If you were to mail one hundred Resumes to "this or that personnel department", you should expect to receive replies from just five companies. Not only does this represent a 95% failure rate, but the five responses are not job offers. These responses are form letters, Applications and, perhaps, and invitation or two for an interview.

You will be far more successful if you use your Resume to follow-up **specific** leads. After Telephone Contacts that show promise, you may wish to mail copies of your Resume to those particular employers. Where a Telephone Contact may have been just short of getting you an Interview, a follow-up Resume and another phone call might do the trick.

You may use your RESUME along with all your other tools in following specific job leads. This will amount to being your own "media blitz". Say, for instance, you use the YELLOW PAGES to make a successful Telephone Contact. You are invited in for an Interview. Because you are prepared and practiced in using your job-seeking Skills and tools, you will be successful in filling out your Application and in attending to the Interview. At the end of the Interview, you arrange for a follow-up phone call and present your Job Card to the employer. When you make your follow-up call, you express your increased interest and offer to send your RESUME. When the employer receives your RESUME in the mail, it will serve as the ultimate reminder of who you are, what you have to offer, and how you can be contacted. You will have gotten the employer's favorable attention. Your chances of getting the position are far greater than can even be hoped for by the "average" job-seekers.

You should **always** include a Cover Letter whenever you mail your RESUME to a potential employer. When the employer opens your envelope, the Cover Letter is the first thing to be seen and read. It is an introduction to your RESUME. Whereas, your RESUME is an "open" document, the Cover Letter is personal because it is written to one specific person. It should be brief and interesting enough to insure that your RESUME will be read.

How you use your RESUME will, of course, determine the content of your Cover Letter. On the following page is one example.

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Staff Training, Resource Materials,
Program Consulting on Teaching People
To Find Their Own Jobs.

Hoosier Friends Productions
1776 Eagle Avenue
Hiatus Port, Indiana 46007

Ms. Deborah Morrison:

I am sending you a copy of my resume in response to our recent telephone conversation.

As I briefly mentioned during our conversation, I have several years of experience in sales and corporate accounting that could be most beneficial to your company.

I am interested in speaking with you in person to learn more about Hoosier Friends Productions and to discuss present or future positions with your company. You may contact me by phone at 317-555-1492 (or 555-1980), or by writing to me at the address below.

Thank you.

Sincerely,

Gene Taylor

Gene Taylor
123 Main Street
Littleville, Indiana 46209

RESUME 22

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Because your RESUME is a highly detailed tool useful in attracting an employer's attention to you, you will want to use it often in your job search.

Some Things to Remember When Making and Using Your RESUME

--After you have written the first draft of your RESUME, ask a friend (or your vocational counselor) to read it and make suggestions for improvement.

--Always use "action" words, short sentences, and deal with specifics. You want "A challenging position". You are an "experienced" worker who has dealt with a number of specific tasks.

--Keep the needs of the potential employer in mind. Everything in your RESUME should relate to the position you want. Do not waste even one second of an employer's time with unrelated details (afterall, what employer wants a wasteful employee?).

--Do not limite the possible uses of your RESUME by listing a specific job title in your Career Objective.

--Do not spend so much time writing your RESUME that your job search is delayed. By following the guidelines in this chapter, you should be able to prepare a well-organized Resume that you can soom put to work. After using your RESUME, you can better determine which areas, if any, need improvement.

--Remember: At the least, a Resume must be typewritten neatly. At most, a Resume can be typeset on bonded paper.

--Try to keep your RESUME to one sheet of paper. If you are typing it, use only one side of the sheet. if you are having your RESUME typeset on bonded paper, you may have half printed on the back as well as the front. An employer is more likely to read the entire Resume if it "appears" to be short. Still, a lot of information can be contained.

RESUME QUIZ

Circle the answer you think most correct:

1) A Resume is:

   A. A Job-finding tool.
   B. A Job Card.
   C. A detailed document that informs an employer who you are, how you can be contacted, the position you want, and the Experience, Skills and Abilities you have to offer.

2) The two basic Resume forms are:

   A. Masters and Johnson.
   B. Chronological and Functional.
   C. 3-inches by 5-inchs and 8 1/2-inches by 11-inches.

3) The Chronological Resume:

   A. Is a style of science fiction writing.
   B. Lists information in order of occurence, going "forward in time".
   C. Lists information in reverse order of occurence, going "backward into time".

4) Your RESUME should:

   A. Be NEAT, with correct spelling and grammar.
   B. List your age, weight, height, health and marital status.
   C. List your References.

5) Your RESUME should:

   A. Be hand-printed on a 3-inch by 5-inch card.
   B. Be typewritten or typeset on a 3-inch by 5-inch card.
   C. Be typewritten or typeset on 8 1/2-inch by 11-inch paper.

6) One use for your RESUME is:

- A. As an attachment to your Application.
- B. As an attachment to your Data Sheet.
- C. Rolled up as a paper telescope to help you find jobs.

7) Another way to use your RESUME is:

- A. Give it to an employer after an interview.
- B. Target practice.
- C. As a Cover Letter for your Job Card.

8) When mailing your RESUME, you should:

- A. Mail hundreds of Resumes at random, then wait for those job offers to come rolling in.
- B. Mail thousands of Resumes at random, then wait for even more job offers to come.
- C. Mail Resumes selectively to specific employers. Always include a Cover Letter.

9) A Cover Letter:

- A. Is a note your leave on someone's bed.
- B. "Covers" all the information on your RESUME.
- C. Is a brief letter that introduces your RESUME to a specific employer.

10) Ideally, a Resume should:

- A. Be contained on one sheet of paper.
- B. Be twelve pages long.
- C. Equal the number of YELLOW PAGES in the directory of the major metropolitan city nearest you.

1) C. page 1
2) B. page 3
3) C. page 3
4) A. page 8
5) C. page 7
6) A. page 19
7) A. page 20
8) C. page 20,21
9) C. page 21
10) A. page 23

More on Resumes: "Useful Words and Phrases"

It is important to use action words and short sentences in a Resume. the reader wants to know what you are good at and accomplished at in regard to previous jobs, school, volunteer work or other activities. This is no time to be shy! Look through the words and phrases below, pick out those that fit for you (and that you want to use in your next job of course). See if you can use some of them or ones like them in your own RESUME. Even if you have never worked, you have hundreds of Skills and Abilities.

Check those that you:

1.) either used in previous jobs or some other activity, or

2.) want to use in a future job.

About You and Your Strengths:

__enthusiastic
__competent
__organized
__motivated
__effective
__responsible
__assertive
__risk taker
__dynamic
__reliable
__specialist

__a fast learner
__trustworthy
__talented
__a generalist
__cooperative
__an administrator
__dedicated
__leader
__motivator
__punctual
__trouble shooter

__problem solver
__a coordinator
__a manager
__efficient
__trainer
__achiever
__willing worker
__developer
__bilingual
__skilled

RESUME 26

About Your Experience:

__comprehensive
__successful
__broad
__intensive
__experienced
__solid
__specific
__consistent record (of growth, promotion, progress, etc.)
__extensive
__competent
__general

About Your Abilities and Skills:

__plan
__conceive
__supervise
__interview
__solve problems
__write, compose
__work well with others
__increase productivity
__develop
__create
__delegate
__understand
__implement
__train, teach
__increase profits
__prioritizer
__assist
__communicate
__recruit
__modify
__analyze
__innovate
__reduce expenses
__schedule

Relating to Data:

__synthesize
__compete
__compare
__coordinate
__compute
__analyze
__copy

Relating to People:

__mentoring
__supervising
__negotiating
__diverting
__instructing
__persuading

__speaking/signaling
__taking instructions
__serving
__helping

Relating to Things:

__setting up
__operating/controlling
__feeding/offbearing
__coordinating
__research
__numerical ability
__influencing
__poise
__prioritizing of tasks
__installing
__encoraging others
__managing money
__writing reports
__develop support, trust
__crises intervention
__public speaking
__policy making
__team building
__good team member

__precision working
__driving/operating
__handling
__evaluation
__accepts supervision
__memory skills
__selling
__sports
__program development
__summarizing
__interpersonal skills
__work well under pressure
__persuading
__encouraging others
__artistic presentations
__initiating projects
__designing
__producing

__tending
__manipulating
__planning
__purchasing
__filing/typing
__calculating
__demonstrating
__playing music
__hiring/firing
__appraising
__budgeting
__bookkeeping
__debating
__fund raising
__showmanship
__acting
__building
__promotion

Now, go back to the previous pages and circle the ten words or phrases that:

1) You are best at, and

2) You can give an example of how you have used that Skill or Ability sometime in the past, and

3) Are ones you most want to use in your next job.

Use these words (your Skills!) in your RESUME as the most important things you have or want to use for your next job. Write out examples that demonstate how you used these Skills in previous jobs, in school, volunteer work or anywhere else. Make sure your job objective requires you to use these Skills. If so, you have some words to use in your RESUME. If not, consider changing your job objective. Really! You might as well get paid for doing those things you are good at and enjoy doing.

In the following pages are examples of Resumes that use some of these words and other words. Use anything you see that fits your Skills and Abilities in your own RESUME.

More on Resumes: Resume Examples

Some of the Resumes on the following pages are complicated, some are not. We have included examples of different types that we have seen over the years. Since these are "real" Resumes, with different names and other data (to protect the innocent), there are "good" as well as "bad" elements in each. There is no one right way to do a Resume in our opinion. The examples are here to give you ideas. Use whatever you like.

Resume Critique: Frank E. Perkins

This person does not have a college degree, yet his experience is presented in the best possible way.

Positive points: Clean, interesting format; Use of numbers to document the size of his responsibilities and accomplishments; Short sentences; Many action words; handles a lack of formal education by simply listing, last, that he did attend a major university.

Negative points: None noted.

RESUME 30

FRANK E. PERKINS

9272 Kessler Boulevard
Indianapolis, Indiana 46235
(317) 241-0119 or 555-9761

CAREER OBJECTIVE

Challenging purchasing position with progressive opportunities where proven talents and skills in

...Negotiation
...Problem Solving
...Supervision & Organization

can be effectively utilized to our mutual benefit.

TYPICAL ACCOMPLISHMENTS

Throughout twenty years of work experience a variety of skills and capabilities have been demonstrated. Among them:

COST	- Analyzed cost data on $650,000 inventory.
ANALYSIS	- Purchased raw materials for processing in the are of $4,000,000 annually.
COST	- Interviewed vendors to obtain information on products, prices, quality and delivery.
EFFECTIVENESS	- Developed 200/300 new vendors, increased 300% competitive bidding, thereby realizing lower prices.
	- Succeeded in getting vendors to go on a cost plus 10% basis.
SUPERVISION AND ORGANIZATION	- Supervised, directed, and trained 8-10 people in taking physical inventory.
	- Designed inventory tags and four part shop order ticket using NCR paper, saving company 750 hours annually as well as 30 reams copy paper.

POSITION HELD

1960 to 1980	- Service Supply Company, Indianapolis, Indiana Buyer and Accountant

EDUCATION

	- Indiana University, Major--Accounting
PERSONAL QUALITIES	- Ability to plan and make decisions rapidly. Independnet, self motivated, adaptable, and reliable.

RESUME 31

LILI LI LU
1536 Sierra Way
Piedmont, California 97435
Telephone 436-3874

OBJECTIVE

Program development, coordination, and administration

Especially in a people-oriented organization where there is a need to assure broad cooperation through the use of sound planning and strong administrative and persuasive skills to achieve community goals.

MAJOR AREAS OF EXPERIENCE AND ABILITY

Budgeting and management for sound program development

With partner, extablished new association devoted to maximum personal deveopment and self-realization for each of its members. Over a period of time, administered budget totalling $285,000. Jointly planned growth of group and related expenditures, investments, programs, and development of property holdings to realize current and long-term goals. As a result, holdings increased 25 fold over the period, reserves invested increased 1200%, and all major goals for members have been achieved. (A number have been sharply exceeded.)

Purchasing to assure smooth flow of needed supplies and services

Usually alone (but in strong give and take consultation with partner concerning major acquisitions), made most purchasing decisions to assure maximum production from available funds. Maintained continuous stock inventory to determine on-going needs, selected suppliers, and assured proper disbursements to achieve a strong continuing line of credit while minimizing financing costs. Handled occasional "crash" needs so that no significant project was ever adversely affected by failure to mobilize necessary supplies, equipment, or services on time.

Personal development and motivation

From the beginning, developed resources to assure maximum progress in achieving protential for development among all members of our group. Frequently engaged in intensive personnel counseling to achieve this. Sparked new community programs to help accomplish such results. Although arrangements with my partner gave me no say in selecting new members (I took them as they came), the results produced by this effort are a source of strong and continuing satisfaction to me. (see "specific results" below)

RESUME 32

LILI LI LU (CONTINUED)

Transportation management

Jointly with partner determined transportation needs of our group and, in consultation with members, assured specific transportation equipment acquisitions over a broad range of types (including seagoing). Contracted for additional transportation when necessary. Assured maximum utilization of limited motor pool to meet often-conflicting requirements demanding arrival of the same vehicle at widely divergent points at the same moment. Negotiated resolution of such conflicts in the best interest of all concerned. In addition, arranged four major moves of all facilities, furnishings, and equipment to new locations--two across country.

Other functions performed

Duties periodically require my action in the following additional functions...crisis management...proposal preparation...political analysis ...nutrition...recreation planning and administration...stock market operations...taxes...building and grounds maintenance...community organization...social affairs administration (including VIP entertaining)... catering...landscaping (two awards for excellence)...contract negotiations...teaching and more.

Some specific results

Above experience gained in 20 years devoted to family development and household management in partnership with my husband, Harvey Hwangchung Lu, who is equally responsible for results produced. Primary achievements: Son Lee, 19, honor student at Harvard majoring in physics, state forensics champion, Daughter Su, 18, leading candidate for the U.S. Olympic team in gymnastics, entering pre-law studies at the University of California, Berkeley, this fall. Son Kwan, 16, a senior at Piedmont High School with 3.98 average, president of the student council, organizer and leader of a highly successful rock band, but heavily disposed toward future studies in oceanography. Secondary achievements: A lovely home in Piedmont (social center for area teenagers). Vacation homes at Newport, Oregon (on the beach) and a cabin in Big Sur. President of Piedmont High School PTA two years. Organized a successful citizen protest to stop incursion of Oakland commercialism on Piedmont area. Appointed by Robert F. Kennedy as coordinators of his campaign in Oakland.

Personal data and other facts

Born in 1934. Often complimented on appearance. Bachelor of Arts (Asian History), Cody College, Cody California. Highly active in community affairs. Have learned that there is a spark of genius in almost everyone, which, when nurtured, can flare into dramatic achievement.

RESUME 33

Resume Critique: Lili Li Lu

I'm not sure now just where this resume originated, but can you guess at what kind of an occupation she has?

This Resume uses a functional format, with fairly long narrative sections. The format is not fancy, but you can't help be impressed. She is obviously a competent and experienced person, capable of doing many potential jobs.

Note how personal data is handled. At the end of things is her education. Since she obviously has so much experience, putting her education at the top of her Resume would have accomplished nothing. Besides, a degree in Asian History! It has little to do with her job objective. We don't know how tall she is, nor do we care. I personally think a closing line under "personal data" which reflects your sense of personality is a good idea. Who wants to work somewhere that can't accept who we are? Or, as Lili Li Lu puts it "...there is a spark of genius in almost everyone, which, when nurtured, can flare into dramatic achievement." Lili Li Lu is a housewife.

Resume Critique: Bruce Seitz

This Resume was put together, with the help of JIST staff, by a job-seeker who wanted work as a warehouse supervisor. After establishing this as a job objective, the Dictionary of Occupational Titles (or "D.O.T."--available in most Public Libraries) was used to find what Skills and Abilities were needed for that job. These were then used in the Resume as traits which this job-seeker has (he does!).

Positive points: Positive language; interesting, clean format; concentration on Skills. Does not indicate the job-seeker was unemployed (he was) or that he does not have a high school degree (he doesn't) or anything negative.

Negative points: Employers do look for past work experience, but this Resume did not include this because it would look like the job-seeker was "job-hopping". Saying that "references or more specific information given on request" and using his address twice are unnecessary. These are very minor faults.

This person obtained a job paying $6,000 more than his previous one. He personally circulated this Resume among his friends, relatives, and other acquaintances and got a Job Lead through this method.

BRUCE SEITZ
491 East Dennison Street
Indianapolis, Indiana 46201
317-353-1352

- Career Objective -

To ally myself with a wholesale, storage or warehousing organization that challanges my innate, learned and practiced skills in the supervision and coordination of worker activities that include, but are not limited to:

- Receiving
- Shipping
- Order Filling
- Transportation
- Stacking
- Scheduling
- Maintaining Stock Records

AREAS OF ACCOMPLISHMENTS

SUPERVISION

Supervised and instructed all employees (30-60) in warehouse operational procedures and policies with outstanding results. Grievances decreased by 95%. Employee turn-over dropped just as radically, 95%.

Savings in time and money; for training of new employees and increasing productivity, of less than motivated employees, was considerable.

CREATIVE PROBLEM SOLVER

Strong and proven capabilities in managing events created by altered circumstances such as the need to reschedule, re-route or alter common carrier to provide expeditious and assured delivery of products.

Ability to effectively communicate with all strata of personnel; management, union and employees, facilitating smoother, more harmonious work atmosphere. This translates into a cost savings in the thousands of dollars.

ORGANIZIER

Reorganized 6 million dollar inventory in a 100,000 sq. ft. public warehouse that shipped local, national and international. Reorganization yielded quicker delivery time, less driver "wait" time, and improved ease of retrieval and transport of stock merchanise.

Shipping and receiving organizational capabilities are exhibited by successful handling of 20,000 items per day with virtually no loss, damage or failure of delivery.

RESUME 35

SAVINGS ORIENTED

Developed resale outlet for scrap materials that were originally discarded at cost to employer. A net income of $2000.00 per six months was realized through this process.

Designed and implemented use of a more economic and safer trash disposal system which was seen as a $1400.00 per month saving for one company.

COMMON CARRIER KNOWLEDGE

Well versed in the usage of common carriers, air frieght and U.P.S. materials transportation processes and in how to utilize each system with resulting effect being expeditious delivery.

Have excellent working relationship with over 35 common carriers; their sales persons, dispatchers and drivers.

SAFETY CONSCIOUS

Solely responsible for monitoring required safety training program for forklift drivers with a success rating manifesting itself in sharply decreased injuries (no injuries in 9 months).

Saw need to protect company and employees from poorly engineered warehouse mechanical apparatus. Initiated process to reduce hazard and energy loss. Substantial cash gain was immediate benefit.

VOCATIONAL and EDUCATIONAL PARALLELS

Personal Finance
Management Accounting
Micro Economics
Macro Economics
Urban Economics
Computers in Business
Operations Management
Inventory Management School

PERSONAL CHARACTERISTICS

Imaginative
Reliable
Career Oriented
Enjoys Challenge
High Self Expectations
Team Oriented
Effective
Efficient

REFERENCES OR MORE SPECIFIC INFORMATION GIVEN ON REQUEST

BRUCE SEITZ
491 East Dennison Street
Indianapolis, Indiana
317-353-1352

Evaluation Sheet

Staff Training, Resource Materials, Program Consulting on Teaching People To Find Their Own Jobs.

Dear workbook reader: We wish you the best of out-comes on your job search. We want to make this workbook more useful for future job-seekers and ask your help. Please fill out this sheet, which is at the end of each workbook section and send it to: Michael Farr, JIST Program Director, Midtown CMHC, 1001 West 10th Street, Indianapolis, Indiana 46202. We will improve future workbook editions based on your feedback to us.

1) What was the title of this section?______________________________

2) Where did you get your copy of this workbook?(If from a job-seeking program, give the complete name and address).______________________________

____

3) What did you like or find useful about this section?____________________

____

____

4) In order to make this section even more useful to other job-seekers, in what ways could it be made better?______________________________

____

____

5) Do you feel, after reading this section, better prepared to find a job?__________

In what way?____

____

If you are willing to send us your workbook, with any notes, improvements, or comments on the workbook pages before July 1981, we will send you a new workbook and the price you paid to mail us your copy.

6) On a scale of one to ten, how would you rate this section in terms of how helpful it was to you?

1 2 3	4 5 6 7	8 9 10
not helpful	some-what helpful	very helpful

One more thing. If you are a job-seeker, we would like to know something about you. Answering any or all of the information asked below would be appreciated.

(optional) Your Name____

Address__________________________________zip code________

Age________________Sex________________Race________________

Circle last grade completed:		high sch.	college	post grad.
	1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Do you have any other special training? If so what kind?____________________
Are you currently employed? yes___ no___
If not employed, how long have you been out work?____________________

What kind of work are you looking for?______________________________

Would you consider yourself (or family) A) Filthy rich, B) Well-to-do, C) Upper middle-class, D) Trying to get into the middle class, but not there yet, E) Definitely below the middle but not exactly poor, F) Poor. Please circle one.

1001 WEST TENTH STREET • INDIANAPOLIS, INDIANA 46202 • (317) 630-6971